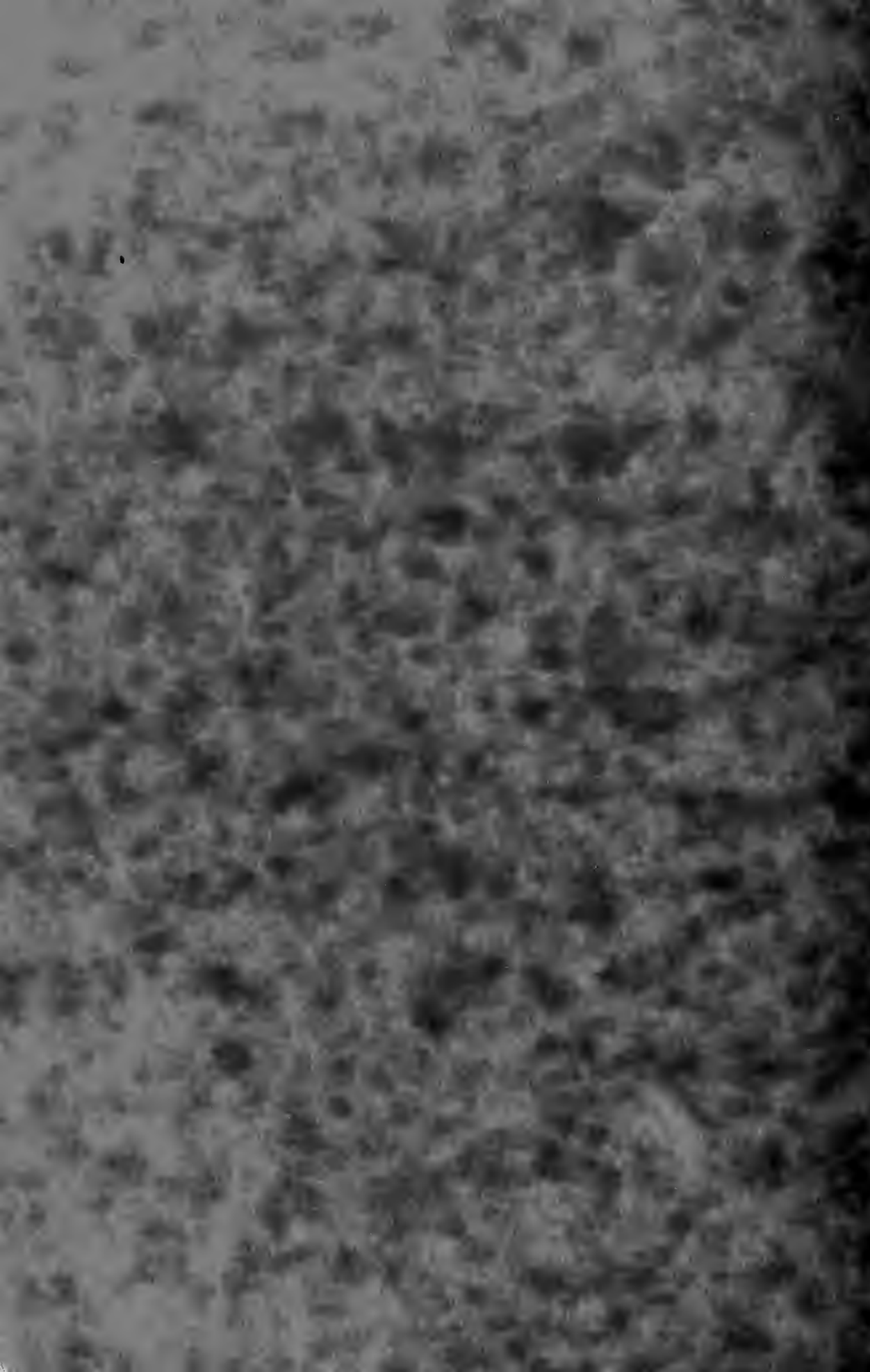


CANAL ZONE GOVERNMENT

**MANUAL
OF
POLICIES, REGULATIONS,
AND PROCEDURES
OF THE
DIVISION OF SCHOOLS**



FOR OFFICIAL USE



CANAL ZONE GOVERNMENT

Gift of the Panama Canal Museum

MANUAL
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POLICIES, REGULATIONS
AND PROCEDURES
OF THE
DIVISION OF SCHOOLS

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CANAL ZONE GOVERNMENT
DIVISION OF SCHOOLS

A1-1

Balboa Heights, C. Z.

FOREWORD

The purpose of this manual is to make available to all personnel of the Division of Schools the policies, rules and regulations under which the Canal Zone Schools are administered and operated. Although these policies have been evolving over a period of more than 50 years, it is recognized that they do not cover every phase of school organization and control. Nevertheless, an attempt has been made to include all of the statements of policy, rules, and regulations that principals, teachers, and other employees need for reference and guidance.

The manual has been designed in loose-leaf form to permit revision. Each employee is requested to keep his copy of the manual up to date by making insertions and deletions as revisions are issued. In order that the manuals may be brought up to date during the summer vacation period each teacher should return his copy of the manual to his principal at the close of each school year.

The schools of the Canal Zone are operated by the Canal Zone Government under authority contained in the Canal Zone Code, Section 5, Title 2, appearing as the first sentence of the United States Code, Section 1305, Title 48.

The United States of America secured control of the Panama Canal Zone in 1904, but the first public school under the jurisdiction of the United States Government did not open until January 2, 1906. William Howard Taft, then Secretary of War in President Theodore Roosevelt's cabinet, authorized the first allotment of funds for school purposes in the Canal Zone. His authorization to the Isthmian Canal Commission, dated June 24, 1905, apportioned \$30,000 of Canal Zone Government money for the development of an educational program.

Originally established under the supervision of the Collector of Revenues, the schools were turned over to the Bureau of Municipalities in May 1906. Seven months later the educational system had reached such proportions that it was made a separate division and placed under the direction of the Department of Law and Government. When the Canal was completed in 1914 and the permanent organization of The Panama Canal established, the Division of Schools was placed in the Executive Department, under the jurisdiction of the Executive Secretary. The system of administration was reorganized on July 1, 1950, with the Division of Schools being placed in the Civil Affairs Bureau.

The direct responsibility for administering the Canal Zone Schools rests with the Superintendent of Schools, who reports to the Civil Affairs Director who, in turn, is responsible to the Governor of the Canal Zone. There is no body of school laws in the Canal Zone, the school system being governed by administrative regulations rather than statutory enactments.

1. General Statement of Philosophy.

a. A system of organized educational activities is to be provided without charge for all youth to the extent that each is able to participate in a curriculum suited to his particular needs.

b. A graduate of our school system should possess the basic understandings and be able to handle the basic skills that are needed by a citizen of a democracy. He should have made definite progress toward becoming a productive member of society. And he should have been provided with many opportunities to develop his interests, to learn new interests, and to develop his abilities toward his self-realization and his concept of the good life.

2. Aims and Objectives of the Schools.

a. The school should give depth and permanence to the positive interests which the student possesses or that the school is able to arouse in him, to broaden the intellectual horizon of the student, and to inspire him to achieve in accordance with his full capacity for achievement.

b. Three fundamental aims include development of

- (1) the individual's character, worthy interests, and personality;
- (2) the individual as a worker and producer; and
- (3) the individual as a well-informed, useful citizen and cooperative member of society.

3. Specific Objectives.

a. Health. In order that each individual may develop and maintain his maximum physical and mental efficiency, one of the more important responsibilities of the schools is to provide health instruction and guidance in the formation of desirable health habits. To meet this responsibility the schools should strive to develop in each student and understanding of the basic facts concerning health and disease, a desire to protect his own health and that of his family, and a deep concern for the health of his fellow men.

b. Moral and social values. Another major responsibility of the schools is to help each student develop ethical

principles and good habits of moral and social conduct. The student should be taught to deal honestly and fairly with others and helped to develop a sense of responsibility for the proper direction of his own life and for the welfare of others. Our schools aim to develop in each student a high regard for friendly, sincere, and cooperative human relationships and skill in the amenities of social behavior. Development of initiative, self-reliance, and leadership is an important part of the work of the schools.

c. Vocational guidance. The useful citizen is a worker and a producer. Consequently, the schools constantly seek to acquaint each pupil with the principal fields of vocational opportunity and to assist the pupil in choosing and preparing for a useful occupation. The schools strive to develop in each pupil an intelligent understanding of the requirements and opportunities in the various fields of work, and, to help insure successful accomplishment, a realistic attitude toward the selection of a vocation. Pupils should appreciate the social value of work and experience the satisfaction of superior workmanship. Intelligent thrift and understanding of economic values are important phases of this large area of learning. Guides to wise expenditure and principles of sound investment are as much a part of the school curriculum as the three "R's."

d. Use of leisure time. To assist the student in making worthy use of leisure time the schools seek to interest each individual in a variety of desirable activities and to aid him in forming the habit of utilizing his hours of leisure with profit and interest. The schools attempt to develop in the students a wide variety of socially acceptable avocational interests. Through curricular and co-curricular activities pupils are led to appreciate the best in literature, to look for beauty in nature and art forms, and to seek recreation in worthy pastimes.

e. Fundamental skills. The educational program has broadened since the days when the three "R's" constituted the entire curriculum, yet the "fundamentals" still are the basic essentials of the modern school program. It is the aim of the schools to provide thorough instruction in those subjects which will enable the individual to participate successfully in the social, economic, and cultural life of his community, state, and nation. The aim is to teach every individual to speak clearly, read efficiently, write effectively, and to be skillful in solving mathematical problems. The curriculum offers opportunities for pupils to learn the facts and principles of the biological, physical, and social sciences which are so necessary for an intelligent understanding of the world and its peoples. In the schools of the Canal Zone the pupil will be given an opportunity to become bilingual.

f. Family life. We take the family to be the basic group in human society. Worthy home membership is therefore one of the major aims of education. The schools strive to cooperate with parents in developing in each individual student an appreciation of his responsibilities as a member of his family group, and a desire to contribute to the happiness and success of his family. Basic in this program is the development of an appreciation of the family as a social unit and a desire on the part of each individual to maintain and strengthen family ideals and harmonious family relationships. Work in the home is not forgotten in the schools as the curriculum offers ample opportunity for the student to develop skill in performing the tasks necessary for the proper maintenance of the home.

g. Citizenship.

(1) The U. S. schools are operated essentially for citizens of the United States of America. It is only logical, then, that training in American citizenship becomes a major task of these schools. From the primary grades through the college, the schools strive to develop in each pupil a thorough knowledge of, and a patriotic loyalty to, American ideals and institutions and a desire to perform with credit the duties of a citizen of the United States.

(2) The Latin American schools are operated for the children of citizens of the Republic of Panama who live in the Canal Zone. Their major function is to give the pupils a thorough knowledge of the language, the history, the geography, and the economic and sociological traditions of the Republic of Panama. For this reason the teaching language of the Latin American schools is Spanish and the curriculum approximates that of the Republic of Panama while providing for the group differences of the children living in the Canal Zone.

(3) We want our youth to be loyal to their respective countries and to have pride in their heritage. We want our students to respect the law and the rights and property of others. We want them to have an intelligent understanding of current national and international problems and to develop a sense of responsibility for the wise use of human and natural resources. Because good citizenship means acceptance of responsibility, there is provision in the program of the schools for exercise and growth in both personal and group responsibility.

h. Problem solving and scientific method. The extent of a person's education is only partly revealed by an encyclopedic knowledge of the world and what it contains. It is more

wholly revealed in a person's way of life and in the use to which he puts his knowledge and skills. Consequently, the schools consider it essential that each pupil be taught to apply his learning. The schools seek to stimulate intellectual processes and to develop skill in listening and observing. The schools provide practice in solving problems by a scientific methodology defining the issues, marshaling relative data, evaluating possible solutions, acting upon the most likely solution, and noting the consequences of this action. Finally, development in each individual of poise and courage in facing problems is to some degree a responsibility of the schools.

4. In summary the purposes of the educational programs of the Canal Zone Schools are to contribute to the development in each individual of:

a. Cognitive.

- (1) An understanding of ethical principles.
- (2) A thorough knowledge of American ideals and institutions.
- (3) An understanding of the family as a social unit.
- (4) An intelligent understanding of current national and international problems.
- (5) An understanding of the basic facts concerning health and disease.
- (6) An understanding of the facts and principles of the biological, physical, and social sciences.
- (7) A knowledge of the best in literature and art.
- (8) The principles basic to wise expenditure and to sound investment.
- (9) An intelligent understanding of the requirements and opportunities in the various fields of work.
- (10) A knowledge of the principal fields of vocational opportunity.

b. Motor Skills

- (1) The ability to speak clearly, read efficiently, write effectively.
- (2) Skill in solving mathematical problems.
- (3) Skill in listening and observing.
- (4) The ability to speak a second language.
- (5) Skill in solving problems by a scientific methodology: defining the issues, marshaling relative data, evaluating

possible solutions, acting upon the most likely solution, and noting the consequences of this action.

(6) Skill in performing the tasks necessary for the proper maintenance of the home.

(7) The skills of a wide variety of socially acceptable avocational interests.

(8) Skill in the amenities of social behavior.

c. Affective

(1) A sense of responsibility for the proper direction of his own life and for the welfare of others.

(2) A high regard for friendly, sincere, cooperative human relationships.

(3) A sense of responsibility for the wise use of human and natural resources.

(4) Good habits of moral and social conduct.

(5) Poise and courage in facing problems.

(6) Desire to maintain and strengthen family ideals and harmonious family relationships.

(7) A desire to protect his own health and that of his family.

(8) A deep concern for the health of his fellow men.

(9) An inclination to look for beauty in nature and art forms.

(10) A patriotic loyalty to American ideals and institutions.

(11) A desire to perform with credit the duties of a citizen of the United States.

(12) Respect for the laws and the rights and property of others.

(13) Initiative, self-reliance, and leadership.

(14) A realistic attitude toward the selection of a vocation.

(15) An appreciation of the social value of work and of satisfaction in superior workmanship.



1. The following is written as the result of the oral and written comments of the Middle States evaluation report:

a. The guidance counselor, as implied in the title, has the responsibility, the opportunity, and the honor of guiding secondary students along proper paths toward adult citizenship.

b. This guidance includes not merely the vocational and educational aspects of the student's problems and concerns, but also the personal, the emotional, the ethical, the moral. This guidance is in addition to and not in place of the guidance provided by the home and the church. This guidance is in addition to and not in place of the guidance provided by the classroom and the homeroom teacher.

c. The counseling function should attract students. The counselor should be the confidant and the friend of all the students who are his counselees. When a problem occurs the counselor should be thought of as a person who can give assistance.

d. The counselor should not be a disciplinarian, though by his precept and example he should inculcate self-discipline in the students for whom he is responsible. His primary concern shall be the strengthening of the positive which is found in abundance in all young people, and not chastising the negative which is also found (though in small degree) in all.

e. To be of maximum benefit to the students the counselor must be aware of all the activities which occupy the lives of our students. Such awareness is most effectively secured by attendance at, and participation to a maximum extent in, the activity program of the school.

f. To be of maximum value, the counselor must also be well acquainted with the community, particularly with the parents of the children in the school. The counselor should be the confidant of the parents as well as their children.

g. This is a high calling in quality and a demanding responsibility in terms of time and energy, and none should enter the job without a deep interest in, and concern for, people.

2. The usual day of the classroom teacher does not end when the last class is dismissed because there are additional hours of preparation and correction and evaluation. Similarly, the day of the counselor cannot end when the academic day is over, because the time when students are most available for counseling is after the close of the school day. The calendar and schedule

of the counselor should not close each day until the last student has been seen who has a question or a problem. The counselor may not have the papers to correct and mark of the other teachers, but he has additional hours of counseling to perform after the end of each school day. Indication was given by the Middle States visitors that counselors in the United States now are often arranging their weekly schedules so as to make themselves available for evening appointments with parents one evening per week.

1. Administrative Officers.

a. The Division of Schools is under the immediate supervision of the Superintendent of Schools, who is responsible for the operation, maintenance and administration of the public school system in the Canal Zone, and for related functions.

b. The Deputy Superintendent of Schools will exercise function over all areas and aspects of the school system under the direction of the Superintendent of Schools.

c. The following personnel assist the Superintendent in functions which encompass the entire school system:

(1) The Administrative Officer is responsible for budgetary work, procurement of supplies, records management and data processing, general supervision of the clerical staff, and general supervision of the care and maintenance of all buildings and structures.

(2) The Coordinator of Special Education is responsible for the general operation of the programs for handicapped and exceptional children.

(3) The Coordinator of Curriculum is responsible for continuing and revising of the educational program and the materials necessary to carry out the program. Under him function the Curriculum Library and the Audio-Visual Department.

Each of these officers may be furnished such professional and clerical staff as necessary to carry out his function effectively.

d. Assistant superintendents function under the Superintendent of Schools in each of the following areas: U.S. Elementary Schools, U.S. Secondary Schools, Latin American Schools. Each Assistant Superintendent is responsible for the total operation of all schools in his area, and serves as the immediate supervisor of each school principal.

2. Unit Administrators.

Principals and the college dean exercise general supervision over the schools to which they are assigned. They are expected to see that the work in all departments of their respective schools is conducted in accordance with existing rules, regulations, and the instructions of their respective assistant superintendents. They shall:

a. Be responsible for the educational leadership of the teachers under their supervision through such media as classroom visits, professional meetings, developing programs of curriculum revision, and striving constantly for the improvement of classroom instruction.

b. Be expected to cooperate fully with administrative staff, special supervisors, supervisors of instruction. ROTC personnel, and medical staff in the development of the educational program.

c. Be responsible for the grade placement of pupils in the school.

d. Supervise the administration of the marking system.

(1) Promptly inform the parents of every pupil who is in danger of failing his grade or who has been unmanageable or who has been suspended, seeking to secure an interview with the parent in each case.

(2) Systematically examine the reports of the teachers and see that they are properly kept.

e. Be responsible for properly accounting for all Government funds collected by his office.

f. Promote school activity programs which supplement the educational program. Maintain a system of accounting for student activity funds which is in keeping with approved accounting procedures. Submit an annual report of such funds at the end of each school year.

g. Be responsible for the order and neatness of buildings and grounds in cooperation with the Housing Branch; assume responsibility for the conduct of pupils in and around the buildings and on buses and special trains; require of the teachers such aid as is necessary to maintain good order.

h. Be responsible for the proper observance of safety regulations in the schools.

i. Read, approve, publicize, and supervise publications, musical programs, dramatic performances, and all other activities bearing the name of the school, keeping in mind that publicity affecting school policy must be referred to the appropriate assistant superintendent, and that all outside contact with news media must be through the Panama Canal Information Office.

j. Submit an annual report of the activities of the school.

3. Supervisors.

Supervisors, under the direction of their respective assistant superintendent, are charged with the supervision of the work in their respective fields and levels, and will

a. Cooperate with teachers and principals, assist and instruct all teachers and counselors under their supervision, in groups and individually, by lecture and demonstration, striving constantly for the improvement of classroom instruction.

b. Visit classrooms regularly so that they can evaluate fairly the work performed by classroom teachers.

c. Give such tests as they deem necessary.

d. Perform such other duties as may be assigned.

4. Teachers.

Teachers will

a. Set a good example for the students by conducting themselves in a courteous and professional manner, presenting a neat and clean appearance, dressing in a manner appropriate to the teaching or extra-curricular duty on assignment, being punctual and regular in attendance.

b. Work in accordance with the schedule issued for their particular level and school, being on hand for the specified period before and after pupils arrive, and responsible to attend meetings and participate in after-school activities and programs in accordance with generally accepted educational practice.

c. Exercise careful supervision over the pupils in the rooms, halls, and playgrounds, maintain proper discipline, and report to the principal pupils requiring special attention. Under no conditions are teachers to administer physical punishment.

d. Attend such conferences as may be arranged by the principal or other administrative and supervisory officers. Nonattendance shall be excused only for such reasons as would justify nonattendance in the classroom.

e. Participate in testing programs and make proper use of test results.

f. Keep accurate records on the official forms provided for each pupil's attendance and progress, and inform parents fully.

g. Be responsible for placing books and supplies in the hands of the pupils and seeing that they are carefully used and duly returned. Shortages should be reported promptly to the principal.

h. Exercise all possible precautions to preserve the health and vitality of pupils, paying special attention to such factors as proper seating, proper lighting, ventilation, and referring through the principal special cases to the school physician or nurse.

i. Teachers of physical education shall be responsible for obtaining proper medical certificates required for pupil's participation in athletics.

j. All teachers, including ROTC personnel, shall co-operate with principals, supervisors, medical staff, and other administrative officers.

k. In addition to regularly assigned duty, teachers shall perform other duties as may be required by the principal, such as participating in curriculum revision, sponsoring student activities, chaperoning events sponsored by the school, such as special trains for school activities, picnics, parties, and dances, and performing routine building assignments such as hall duty, study hall supervision, cafeteria supervision, and lunch room supervision.

5. Substitute Teachers.

Substitute teachers shall:

a. Report for duty at the call of and to the principal, unless other personnel have been authorized to call.

b. Observe the same rules and regulations required of regular teachers.

c. Make no entries in registers unless they relieve a teacher for at least five days; however, a record of tardiness and absences must be kept.

d. Leave a record of the work covered and the assignments made for the following day.

e. After relieving a teacher for two successive days, report for duty on a day-to-day basis until notified by the principal that the regular teacher will return to duty.

1. Schools will operate in accordance with a calendar issued by the Superintendent of Schools, with U.S. (English-language) Schools generally following the calendar prevailing in the United States, and L.A. (Spanish-language) Schools the calendar in Panama.

2. Schools will not be in session on the following days: U.S. Independence Day (July 4), Labor Day (first Monday in September) (L.A. Schools will not be in session all during the week in which Labor Day falls), Panama Independence Day (November 3), Veterans' Day (fourth Monday in October), Thanksgiving Day and the Friday following, approximately ten days during the Christmas season, Washington's Birthday (third Monday in February), the week preceding Easter Sunday (U.S. Schools), and Memorial Day (last Monday in May).

3. If a legal holiday falls on Sunday, the following Monday will be observed as a holiday. If a legal holiday falls on Saturday, the preceding Friday will be observed as a holiday.

4. School will be in session five days per week, Monday through Friday, at least six hours per day, according to schedules issued by the Superintendent of Schools. Variations in the school schedule must be approved by the appropriate assistant superintendent.



School districts shall be established annually by the Superintendent of Schools in accordance with housing conditions, transportation, school plant facilities, and other pertinent factors.



CHAPTER C1 - APPOINTMENT REQUIREMENTS, ASSIGNMENT C1-1
TO SALARY SCHEDULE, AND PROMOTION OF SCHOOL
OFFICERS AND TEACHERS

1. Eligibility Requirements. (For a more detailed explanation of requirements to teach in the English language, U.S. schools, see C1-6, par. 6)

a. Age. No teacher will be appointed who is under 21 years of age.

b. Experience. No experience is required for appointment as a teacher in the elementary and secondary schools. However, preference will be given to applicants who have previous teaching experience. Experience is required for counselors and college teachers.

c. Training. Applicants for all teaching positions should submit official transcripts of all undergraduate and graduate work.

d. Kindergarten and elementary school teachers. Applicants for appointment at levels from kindergarten through grade six must hold a bachelor's degree with at least eighteen semester hours in the field of education and supplemental training appropriate to the field for which application is made.

e. Secondary teachers. Applicants for appointment as teachers in the secondary schools in grades seven and eight must hold a bachelor's degree, and applicants for grades nine through twelve must hold a master's degree. Applicants for grades seven through twelve must have at least eighteen semester hours in the field of education and at least eighteen semester hours in the subject field in which application is made.

f. College instructors. Applicants for appointment as instructors in the college must hold a master's degree with at least eighteen semester hours in the field of education, including a methods course, at least 30 semester hours in the field for which applying, and three years successful teaching experience at the secondary or college level. Requirements for the positions of assistant, associate, and full professors in the college will be furnished upon request. Applicants with doctor's degrees are preferred.

g. Guidance counselors. Applicants for appointment as counselors in the elementary, junior high schools, senior high schools, and college must hold a master's degree. He must have five years successful teaching experience at the level for which applying.

C1-2 CHAPTER C1 - APPOINTMENT REQUIREMENTS, ASSIGNMENT
 TO SALARY SCHEDULE, AND PROMOTION OF SCHOOL
 OFFICERS AND TEACHERS

h. Special education. Applicants for appointment as teachers of special education must hold a bachelor's degree and a special credential for teaching one or more areas of exceptionality.

i. Administrators and supervisors. Applicants for administrative and supervisory positions must meet all the above general requirements and in addition will be expected to have specific professional preparation in administration and supervision. Special consideration will be given to the personal characteristics of the candidates. Consideration will also be given to the amount, quality, and character of the applicant's professional preparation and experience. Other things being equal, preference will be given to candidates who have had training and successful experience in the field of the vacancy.

j. Other requirements. The qualifying degree, or one of the qualifying degrees, must have been granted by an accredited college or university in the United States.

k. Official transcripts covering all college work must be submitted by all applicants.

l. Additional information regarding application is provided in a brochure "Teach in the Canal Zone Schools" issued periodically by the Superintendent of Schools.

2. Types of Appointments.

a. Permanent appointment. New absolute appointment after having completed a probationary appointment which entitles incumbent to be promoted, transferred, reassigned, or reinstated to permanent appointment without a new probationary appointment. In reinstatements under this appointment a teacher, if fully qualified, shall receive placement credit and salary step to a maximum of nine years in accordance with years of prior qualified service with the Division of Schools or other accredited schools.

b. Probationary appointment. New appointment with period of two years probation to determine fitness of employee.

(1) Qualified teachers granted such appointments shall be assigned to numerical service step in pertinent salary group in accordance with prior qualified full-time teaching experience in accredited schools, not to exceed step 10.

CHAPTER C1 - APPOINTMENT REQUIREMENTS, ASSIGNMENT C1-3
TO SALARY SCHEDULE, AND PROMOTION OF SCHOOL
OFFICERS AND TEACHERS

(2) Such teachers may be terminated at any time upon the written recommendation of the Superintendent of Schools and concurrence of the Personnel Director.

(3) The first year of service of any employee in initial appointment OTHER THAN TEMPORARY in the Division of Schools shall be probationary regardless of any change in title or class during probationary period.

c. Temporary appointment. Appointment authorized whenever such action is necessary and justified in writing by the Superintendent of Schools and confirmed by administrative authority for periods of one school year or less. Teachers granted temporary appointments may or may not meet degree and course requirements of salary class to which assigned. If a teacher is not qualified (either degree, minimum course requirements, and/or experience), he shall be assigned to step one of the appropriate salary group and may not receive either prior service credit or annual increment. If teacher is fully qualified, he shall be assigned to the pertinent salary group at the step appropriate to his prior qualified service not to exceed nine years. If the temporary appointee is later given a probationary appointment, he will be given credit on the salary schedule for each full year of temporary service. All appointments after the beginning of the school year are normally temporary appointments, regardless of the nature of the position or the qualifications of the individual.

d. Assignments. While assignments of teachers are normally made to the grades and subjects in which they have had special training and experience, the teacher may be assigned by the appropriate assistant superintendent wherever needed.

3. Teacher Salary Class.

Class 15 - College Instructor
Senior High School Teacher
Junior High School Teacher
Elementary School Teacher

Class 13 - College Assistant Professor

Class 11 - College Associate Professor

Class 8 - College Professor

C1-4 CHAPTER C1 - APPOINTMENT REQUIREMENTS, ASSIGNMENT
 TO SALARY SCHEDULE, AND PROMOTION OF SCHOOL
 OFFICERS AND TEACHERS

4. Salary Groups.

Group A - Bachelor's degree

Group A1 - Bachelor's degree plus 15 graduate
 semester hours

Group B - Master's degree

Group C - Master's degree plus 30 graduate
 semester hours

Group D - Master's degree plus 60 graduate
 semester hours for Class 15; earned
 doctorate for all other classes

5. Method of Salary Advancement.

a. Permanent employee. Each permanent employee except those in frozen rates shall receive an annual service increment on July first of each year provided the employee's service has been satisfactory, until he reaches the highest step provided on the schedule for his Class and Group. If a teacher has been in a leave-without-pay status in excess of 40 working days during the previous school year, his effective date of receipt of annual service increment would be postponed until July first following the normal effective date. Permanent employees who have been granted leave to enter the Armed Forces of the United States or its allies shall receive annual periodic increments to which they would have been entitled had they remained continuously in the service of the Division of Schools.

b. Probationary appointment employee. Each probationary employee shall receive his first numerical service step on July first following successful completion of his probationary year and shall advance one numerical service step each year thereafter on July first provided the employee's service has been satisfactory until he reaches the highest step provided on the schedule for his Class and Group, EXCEPT leave without pay in excess of 40 working days would postpone effective date until July first following normal effective date.

c. Temporary appointment employee. Temporary appointment employees, ~~except~~ those fully qualified for the position, will not receive any additional annual service increments. If given probationary appointments they will then receive placement to include the temporary service, if such service was for full years

CHAPTER C1 - APPOINTMENT REQUIREMENTS, ASSIGNMENT C1-5
TO SALARY SCHEDULE, AND PROMOTION OF SCHOOL
OFFICERS AND TEACHERS

With not more than forty working days of leave without pay, and they were in a position for which they were fully qualified.

d. Promotion to a higher group.

(1) Employees qualifying for promotion to a higher group shall receive the pay increase resulting from such promotion on the first day of the pay period immediately following the date on which written documentary evidence is received in the office of the Superintendent of Schools. The responsibility for applying for reclassification to the higher group and for submitting necessary documentary evidence rests with the employee. Such letters must be confirmed as soon as possible by an official transcript which will be placed in the employee's official personnel file.

(2) To be eligible for Group A1 a person must have fifteen graduate semester credits beyond the bachelor's degree. These credits must be related to the person's teaching field and are subject to administration approval. In some instances graduate credits may have been earned prior to receipt of the bachelor's degree. In such instances, for salary credit to be granted the credits must be in excess of 120 credits, and it must be indicated by the institution that enrollment by the student in the course or courses was for graduate credit.

(3) In order to qualify for promotion to Group C an employee must have not less than thirty graduate semester hours from an accredited institution in academic, vocational, or professional courses beyond the master's degree, representing a definite educational program normally related to the person's teaching field, subject to the approval of the designated administrative authority. Graduate semester hours beyond thirty which were earned prior to obtaining a master's degree and were not counted toward hours of master's degree may be applied in computing such thirty credit hours.

(4) For promotion to Group D an employee in Class 15 must have not less than 60 graduate semester hours from an accredited institution in academic, vocational, or professional courses beyond the master's degree, representing a definite educational program normally related to the person's teaching field, subject to the approval of the designated administrative authority. Employees in all classes above 15 must have an earned doctorate to qualify for Group D.

CHAPTER C1 - APPOINTMENT REQUIREMENTS, ASSIGNMENT
TO SALARY SCHEDULE, AND PROMOTION OF SCHOOL
OFFICERS AND TEACHERS

(5) Any employee who is promoted to a higher group of the same salary class shall be assigned to the same numerical service step on the schedule for his new group as he would have occupied on the schedule of the group from which he is promoted.

(6) Any employee promoted to a higher pay class shall be assigned to the first pay step of the class to which promoted or if his previous pay was more than the first step, he shall be assigned to the step which will avoid any loss of pay. He will then progress by annual increment.

e. Promotion from Group X (frozen rate).

(1) An employee assigned to Group X who later qualifies for the position to which assigned and is promoted to Group A or Group B shall be assigned to the same numerical service step on Group A or Group B which he held in Group X at time of such reassignment.

(2) An employee assigned to Group X, at a rate below the entrance rate, who later qualifies for the position to which assigned and is promoted to Group A or B, shall be assigned to the entrance rate of the group for which he qualifies.

(3) An employee assigned to Group X, whose salary is within the salary range of a group, who later qualifies for the position to which assigned shall be assigned to the step nearest but not below his "X" salary.

6. U.S. Schools Teacher Qualification Standards and Rating Schedule.

a. Minimum Requirements

In order to qualify to be placed on the register an applicant must have a minimum of 70 points. To have 70 points, that is, to meet the minimum requirements and to be placed on the register, he must satisfy all of the following:

(1) Degree

The applicant must have a degree appropriate to the grade level, subject, and/or area of specialization for which he is applying. The qualifying degree, or one of the qualifying degrees if more than one degree is required, must be from a

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college or university in the United States. All qualifying degrees must be from fully accredited colleges or universities.

The minimum qualifying degrees are:

(a) Grades K-8

Bachelor's degree, except for counseling positions.

(b) Grades 9-College

Master's degree, except for industrial arts positions.

(c) Special Education

The degree must be appropriate to the grade level as shown in (a) and (b) above.

(d) Counselor

The master's degree is required for all counseling positions regardless of grade level.

(e) Industrial Arts

The bachelor's degree for industrial arts positions from grades seven through twelve.

(2) Subject Area, Specialization, and/or Grade Level Requirements

(a) Grades K-6

The applicant must have a degree showing that he majored in elementary education with practice teaching and/or specialization in the grade levels for which he is applying. In lieu of this, he must have a minimum of 18 semester hours in elementary specialization (in addition to the education requirements in Par. (3) below).

(b) Grades 7-12

The applicant must have at least 18 semester

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hours in the subject area for which he is applying. (See "U.S. Secondary Schools Subject Matter Requirements" attached.)

(c) College

The applicant must have at least 30 semester hours in the subject area for which he is applying. (See "Canal Zone College Subject Matter Requirements" attached.)

(d) Counselor

The applicant for a counseling position must have a degree showing he majored in guidance. If he does not have a degree in guidance, he must have at least 18 semester hours in the area (in addition to the education requirements in Par. (3) below).

(e) Special Education

The applicant must hold a valid certificate from a state department of education in the United States showing that he is qualified to teach in the area of exceptionality for which he is applying. In lieu of this, an applicant must have a minimum of 18 semester hours in special education which include certain required courses in the area of specialization (see Special Education Subject Matter Requirements, attached).

(3) Education Requirements

The applicant must have a minimum of 18 semester hours in the field of professional education.

(4) Citizenship Requirements

The applicant must be a United States citizen, except for the teaching of the Spanish language, in which case he must be either a Panamanian or U.S. citizen.

(5) Reference Requirements

The candidate must have a minimum of three references either on Form 1021 or on placement office forms. These ratings must be from persons who have observed the applicant's teaching in a supervisory capacity, one of which must

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be from the school where he most recently taught. One Form 1021 documenting a personal interview conducted by a Canal Zone Schools' official can be the equivalent to two references.

(6) Physical Requirements

The applicant must meet the Panama Canal Company/Canal Zone Government height-weight-age standards.

(7) Experience

Experience is required for all counseling positions regardless of grade level and all college positions, as shown below. All experience, whether required for minimum qualification or for points above the minimum 70 (par. below), must have been satisfactory experience earned as a full-time staff member of an accredited school for a full academic year (not more than 40 days without pay during the school year). Qualifying experience must have been subsequent to receipt of the bachelor's degree.

(a) Counselors

The applicant must have five years satisfactory teaching and/or counseling experience at the grade level for which he is applying. Two years of practical experience in business, industrial, governmental or military counseling may be used to meet the five year requirement.

(b) College

The applicant for a teaching position at the college level must have three years satisfactory secondary and/or college teaching experience.

(8) The candidate must not have had his teaching certificate revoked in any state in the past five years.

b. Additional Points for Training and Experience Above Minimum Requirements.

From 70 to 100, that is, 30 points, may be earned as follows:

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(1) Training 0-15 Points

(a) Quantity of Training 0- 5 Points

(i) Positions requiring B.A. degree

B.A. plus 15	1
Master's	2
Master's plus 30	3
Master's plus 60	4
Doctor's degree	<u>5</u>

Maximum 5

(ii) Positions requiring Master's degree

Master's plus 30	3
Master's plus 60	4
Doctor's degree	<u>5</u>

Maximum 5

(b) Quality of Training 0-10 Points

Quality of training includes:

area (Max. 5)

(i) Recency of training in subject or related

- Within 2 years - 1 point per course (0-5)
- Within 4 years - 1 point per course (0-3)

(ii) Depth: 18 graduate semester hours above
minimum qualification hours in subject or related area (5)

(2) Experience 0-15 Points

(a) Quantity of Experience 0-10 Points

(i) 1 point for each year of full-time
teaching experience acquired within the past five years up to a
maximum of five years or 5 points.

(ii) 1 point for each year at the grade level
or teaching the subject for which applying up to a maximum of 5 years

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or 5 points, if acquired within the past 5 years.

(b) Quality of experience 0-5 Points

Quality of experience includes:

(i) General ability as a teacher when evaluated as "excellent" by supervisors. Two points for each evaluation. (0-4 points)

(ii) Experience as an educational supervisor or administrator (1).

c. Unsatisfactory Evaluations

Each rating of less than satisfactory in any one area by an evaluator (see a. (5) above) will result in the deduction of 5 points. Unsatisfactory evaluations shall not lower the applicant's earned rating below 70 points.

d. Veterans Points 0-10 Points

In addition, those entitled to veteran's preference will receive 5 or 10 points which will be added to their total earned rating which may give them a final rating in excess of 100 points.

e. Suitability

Applicants must meet the minimum standards specified in the Canal Zone Merit System Suitability Guide prior to employment. Questionable suitability for employment will delay an applicant's final rating until resolved.

f. Substitute Teachers

(1) Elementary

(a) Bachelor's degree (See a (1) is the minimum requirements for all levels.

(b) Must have no less than 21 semester hours in education which must include one course in teaching of reading and one course in modern math or the teaching of modern math.

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(2) Secondary

(a) 18 semester hours in education.

(b) 18 semester hours in a general subject area
such as social studies, science, business education, etc.

g. U.S. Secondary Subject Matter Requirements

(1) Art (Junior-Senior High)

At least 18 semester hours in art.

(2) Business Education

(a) Bookkeeping (Senior High)

(i) Two courses in bookkeeping or accounting

(ii) Sufficient related business education
courses to complete the minimum requirement of 18 semester hours in
the subject area.

(b) General Business (Senior High)

(i) One course in bookkeeping or accounting

(ii) Sufficient related business education
courses to complete the minimum requirement of 18 semester hours in
the subject area.

(c) Secretarial (Senior High)

(i) One course in advanced typing

(ii) One course in advanced shorthand

(iii) Sufficient related business education
courses to complete the minimum requirement of 18 semester hours in
the subject area.

(3) English (Junior-Senior High)

(a) Four courses in grammar, composition,
linguistics or rhetoric.

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(b) Sufficient related English courses to complete the minimum requirement of 18 semester hours in the subject area.

(4) Foreign Language (Junior-Senior High)

At least 18 semester hours of a foreign language (Spanish, French or Latin). At least two courses must have been at the senior level.

(5) Home Economics (Junior-Senior High)

(a) One course in food preparation

(b) One course in clothing construction

(c) One course in personal adjustment or family living

(d) Sufficient related home economics courses to complete the minimum requirement of 18 semester hours in the subject area.

(6) Industrial Arts (Junior-Senior High) (at least 3 of the following)

(a) One course in woodworking

(b) One course in metals

(c) One course in electricity

(d) One course in mechanical drawing

(e) Sufficient related Industrial Arts courses to complete the minimum requirement of 18 semester hours in the subject area.

(7) Journalism (Senior High)

At least 18 semester hours in journalism

(8) Mathematics (Junior-Senior High)

(a) At least 18 semester hours of mathematics.

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(b) At least one course in calculus

(9) Music

At least 18 semester hours in music.

(10) Physical Education (Junior-Senior High)

At least 18 semester hours in physical education.

(11) Science

(a) Biology (Senior High)

(i) Two courses in general biology or one course in general botany and one course in general zoology.

(ii) One course in vertebrate anatomy

(iii) One course in genetics

(iv) One course in general chemistry

(v) Sufficient related biology courses to complete the minimum requirement of 18 semester hours in the subject area.

(b) Chemistry (Senior High)

(i) Two courses in general chemistry

(ii) One course in qualitative analysis

(iii) One course in quantitative analysis

(iv) One course in organic chemistry

(v) Sufficient related chemistry courses to complete the minimum requirement of 18 semester hours in the subject area.

(c) Earth Science (Junior High)

(i) One course in geology

(ii) One course in astronomy

(iii) One course in meteorology

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specific professional preparation in administration and supervision. Special consideration will be given to the personal characteristics of the candidates. Consideration will also be given to the amount, quality, and character of the applicant's professional preparation and experience. Other things being equal, preference will be given to candidates who have had training and successful experience in the field of the vacancy.

7. Substitute Teachers, U.S. Schools.

a. The minimum requirements for all substitute teachers are:

(1) Age - No person under 21 years of age will be appointed.

(2) Citizenship - United States except for substitute teachers of the Spanish language who may be Panamanian citizens.

(3) Academic - Qualifying academic training must be from a fully accredited college or university in the United States or the Canal Zone.

b. Additional minimum requirements for Substitute Teacher (Level I):

(1) Bachelor's degree.

(2) Elementary specialization

(a) 21 semester credits in professional education or methods courses including one course in the teaching of reading and one course in mathematics or the teaching of mathematics.

(3) Secondary specialization

(a) 15 semester credits in professional education or methods courses.

(b) 18 semester credits in a general subject area applicable to the Canal Zone Schools.

(4) Panamanian citizens must have 18 semester credits in Spanish for elementary and secondary levels.

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c. Additional minimum requirements for Provisional
Substitute Teacher (Level I):

(1) Bachelor's degree, but does not meet the specialization requirements for Substitute Teacher.

(2) Completion of Canal Zone College Course ED150, Substitute Teaching in the Canal Zone, which includes a 30-hour practicum.

(3) For secondary schools, 18 semester credits in a general subject area applicable to the Canal Zone Schools.

(4) For elementary and secondary schools, the Panamanian teacher must have 18 semester credits in Spanish.

(5) Prior to or within one calendar year of employment as Provisional Substitute Teacher, completion of the following courses or their equivalents is required:

(a) Audiovisual Materials in Education

(b) For elementary specialization, U.S. citizens must complete two courses, Teaching Reading in the Elementary Schools, and Teaching Math in the Elementary Schools.

d. Additional minimum requirements for Substitute
Teaching Assistant (Level II):

(1) Associate of Arts degree or a minimum of 60 semester hours of college credits.

(2) Completion of Canal Zone College Course ED150, Substitute Teaching in the Canal Zone, which includes a 30-hour practicum.

(3) Prior to or within one calendar year of employment, completion of the following courses or their equivalents:

(a) Audiovisual Materials in Education

(b) For elementary specialization, U.S. citizens must complete two courses, Teaching Reading in the Elementary Schools and Teaching Math in the Elementary Schools.

(c) For secondary specialization, U.S. citizens must complete one course from any three of the four major subject areas, English, social studies, science, or mathematics.

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(d) For elementary and secondary, Panamanian citizens must complete at least one college level course in Spanish.

e. Additional minimum requirements for Substitute Teaching Aide (Level III):

(1) Diploma from an accredited high school in the United States or the Canal Zone.

(2) Eligibility to enroll in the Canal Zone College.

(3) Recommendation of the appropriate assistant superintendent.

(4) Completion of Canal Zone College Course ED150, Substitute Teaching in the Canal Zone.

f. Waiver Clause - If an applicant for Substitute Teacher, Level I, has some special qualifications in terms of training or experience, but does not meet the specialization requirements for Substitute Teacher (Level I), the Superintendent of Schools, with administrative approval, may waive any of the qualification standards listed under "Additional Minimum Requirements" and accept the special training and/or experience in lieu of the required courses if he feels it to be in the best interests of the Schools Division.

g. If substitute teachers in Provisional Substitute (Level I) or Substitute Teaching Assistant (Level II) do not fulfill the requirements as set forth in c.(5) and d.(3) of this section, the Superintendent of Schools will do one of the following:

(1) Grant additional time to fulfill the requirements and rehire at the same level.

(2) Rehire at the next lower level.

(3) Not rehire.

8. Promotion to Supervisory and Administrative Positions.

a. Promotions to supervisory and administrative positions within the Division of Schools shall be made in accordance with the Civil Affairs Bureau Promotion Plan, as revised May 1, 1964.

b. The purpose of this plan is to provide systematic and clearly stated methods, guided by the merit principle, of making promotions in the Civil Affairs Bureau. This plan conforms with and supplements the principles and requirements set forth in the Company-Government Promotion Policy published in Chapter 335 of the Company/Government Personnel Manual.

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(iv) One course in chemistry

(v) Sufficient related earth science courses to complete the minimum requirement of 18 semester hours in the subject area.

(d) Life Science (Junior High)

(i) Two courses in general biology or one course in general botany and one course in general zoology.

(ii) One course in anatomy (vertebrate)

(iii) One course in general chemistry.

(iv) Sufficient related biology courses to complete the minimum requirements of 18 semester hours in the subject area.

(e) Physical Science (Junior-Senior High)

(i) Two courses in general chemistry

(ii) Two courses in physical science or general physics

(iii) Sufficient related physical science courses to complete the minimum requirement of 18 semester hours in the subject area.

(f) Physics (Senior High)

(i) Two courses in general physics

(ii) Sufficient related physics courses to complete the minimum requirement of 18 semester hours in the subject area.

(g) Physiology (Senior High)

(i) One course in human anatomy

(ii) One course in human physiology

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(iii) One course in general chemistry

(iv) Sufficient related biology courses to complete the minimum requirement of 18 semester hours in the subject area.

(12) Social Studies

(a) American Institutions (Economics, American Government)

(i) At least two courses in American government

(ii) At least two courses in Economics

(iii) Sufficient courses in related social studies to complete the minimum requirement of 18 semester hours.

(b) Geography

(i) At least four courses in Geography

(ii) Sufficient courses in related social studies to complete the minimum requirements of 18 semester hours.

(c) United States History

(i) At least three courses in United States History or

(ii) Two courses in United States History and one course in American Government.

(iii) Sufficient courses in related social studies to complete the minimum requirement of 18 semester hours.

(d) World History

(i) At least one course from four of the five areas: United States History, Latin American History, European History, African History and Asian History.

(ii) Sufficient courses in related social studies to complete the minimum requirements of 18 semester hours.

(13) Speech and Drama (Senior High)

At least 18 semester hours in speech and drama
(combined).

h. Special Education Subject Matter Requirements

(1) Categories of Exceptionality

(a) At the present time, the Special Education
Department provides services to the following categories of excep-
tional children.

- and Educable)
- (i) Mentally Retarded (both Trainable
 - (ii) Deaf and Hard of Hearing
 - (iii) Blind and Partially Seeing
 - (iv) Physically Handicapped
 - (v) Speech Defective
 - (vi) Retarded Readers
 - (vii) Learning Disorders

(b) Ancillary services are offered by psycho-
logists, educational prescriptionist, a physical therapist, and
an occupational therapist.

(2) Certification Requirements

(a) Mentally Handicapped (Trainable and
Educable)

(i) Bachelor's degree for elementary
positions and Master's degree for secondary level positions.

(ii) Minimum of 18 semester hours in
education.

(iii) 15 semester hours in special edu-
cation, which include courses equivalent to those * below. The
other courses listed are suggested for teaching in the area.

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- mentally retarded children.
- *A. Methods and materials for teaching
- exceptional child.
- *B. Introduction to education of the
- retarded children.
- *C. Building a curriculum for mentally
- D. Psychology of the handicapped.
- E. Diagnosis and remediation of
- reading disorders.
- F. Child growth and development.
- G. Speech correction.
- H. Orientation to psychological tests.
- I. Arts and crafts for the mentally
- retarded.
- (b) Physically Handicapped
- (i) Bachelor's degree
- (ii) Minimum of 18 semester hours in edu-
- cation
- (iii) An applicant must have 15 semester
- hours in special education which include courses equivalent to
- those * below. The other courses listed are suggested for teaching
- in the area.
- *A. Methods of teaching the learning
- disordered child.
- *B. Introduction to the education of
- the exceptional child.
- *C. Medical and health problems of
- the physically handicapped.
- D. Diagnosis and remediation of
- reading disorders.
- E. Methods and materials for
- teaching brain-injured children.
- F. Child growth and development.
- G. Orientation to psychological
- tests.
- H. Counseling and vocational
- guidance for the handicapped.

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I. Anatomy and physiology.

J. Rehabilitation through
physical education, physical therapy and occupational therapy.

K. Speech correction.

(c) Visually Handicapped

(i) Bachelor's degree

(ii) Minimum of 18 semester hours in
education

(iii) An applicant must have 15 semester
hours in special education, which include courses or equivalents
to those * below. The other courses listed are suggested for
teaching in the area.

*A. Methods of teaching blind or
partially sighted children.

*B. Introduction to education of
the handicapped.

*C. Braille and methods of teaching
braille.

D. Psychology of the handicapped.

E. Child growth and development.

F. Orientation in psychological
tests.

G. Visual impairments and their
educational and social implications.

H. Counseling and vocational
guidance for the handicapped.

I. Reading disabilities.

J. Methods of teaching typewriting.

(d) Auditorilly Handicapped

(i) Bachelor's degree

(ii) Minimum of 18 semester hours in
education.

(iii) An applicant must have 15 semester

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hours in special education, which include courses or equivalents to those * below. The other courses listed are suggested for teaching in the area.

hard of hearing.

handicapped.

to the deaf or hard of hearing.

*A. Methods of teaching the deaf or

*B. Introduction to education of the

*C. Teaching speech and speech reading

D. Psychology of the handicapped.

E. Child growth and development.

F. Reading disabilities.

G. Speech correction.

H. Orientation in psychological tests.

I. Teaching language to the deaf or

J. Anatomy and physiology of the ear

K. Audiometry, hearing aids, and

L. Counseling and vocational guidance

hard of hearing.

and speech mechanisms.

auditory training.

for the handicapped.

(e) Speech Correction.

(i) Bachelor's degree.

cation.

(iii) An applicant must have 15 semester hours in special education, which include courses or equivalents to those * below. The other courses listed are suggested for teaching in the area.

*A. Speech correction

handicapped.

*C. Introduction to audiology.

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*D. Clinical practice in speech therapy (150 clock hours supervised practicing experience).

E. Psychology of the handicapped.

F. Child growth and development.

G. Reading disabilities.

H. Orientation in psychological tests.

I. Anatomy and physiology of the ear and speech mechanisms.

J. Phonetics.

K. Speech pathology

(f) Remedial Reading

(i) Bachelor's degree.

(ii) Applicant must have 18 semester hours in education, which include courses or equivalents to those * below. The other courses listed are suggested for teaching in the area.

*A. Reading methods.

*B. Analysis and correction of reading disability.

C. Diagnostic and remedial instruction.

D. Orientation to psychological tests.

E. Diagnosis and remediation of learning disorders.

(g) School Psychologist

(i) Master's degree in special education, psychology, or educational psychology from an accredited college or university.

(ii) Minimum of 18 semester hours in education.

(iii) Course work completed should be distributed in the following areas:

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- A. Remedial instruction.
- B. Individual and group mental tests.
- C. Psychology and education of exceptional children.
- D. Child development, Mental hygiene, and Counseling and guidance, including interviewing.

(h) Clinical Psychologist

- (i) Master's degree in special education and/or psychology.
- (ii) Fifteen graduate credits in psychology and/or special education to include courses equivalent to those listed below
 - A. Psychometric procedures
 - B. Educational diagnostic techniques
 - C. Projective techniques
 - D. Educational or psychological statistics
 - E. Introduction to the exceptional child
 - F. Remedial education
- (iii) One year of closely supervised experience in the individual clinical examination of children.
- (iv) Five years of clinical experience or four years of clinical experience and at least one year of public school teaching experience.

(i) Physical Therapist

- (i) Bachelor's degree
- (ii) Minimum of 18 semester hours in education
- (iii) Certification as a physical therapist from an accredited school approved by the American Physical Therapy Association.

(j) Educational Prescriptionist

(i) Master's degree in special education, or elementary education, reading, learning disorders, psychology.

(ii) Minimum of 18 semester hours in education.

(iii) Applicant must have demonstrated successful teaching experience in special education, remedial reading, and/or elementary education.

(iv) Applicant must have demonstrated ability to plan, design, and conduct remediation programs based upon an educational assessment. This includes the selection and utilization of appropriate educational activities, technological equipment, materials, and techniques.

(k) Learning Disabilities

(i) Master's degree

(ii) Minimum of 18 semester hours in education

(iii) Applicant must have 15 semester hours in special education which include courses equivalent to those * below. The other courses listed are suggested for teaching in the area:

of exceptional children.

disabilities.

bilities.

*A. Introduction to the education

*B. Identification of learning

*C. Remediation of learning disa-

D. Arithmetic disorders

E. Corrective reading

F. Remedial reading and writing

language

H. Practicum in learning disa-

bilities

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i. Canal Zone College Course Requirements.

(One course is equivalent to three semester hours)

(1) Business Education

(a) Accounting and Law

(i) 6 courses in Accounting

(ii) 2 courses in Law

(iii) Sufficient related business courses
to complete the minimum requirement of 30 semester hours.

(b) Business Administration

(i) 2 courses in Economics

(ii) 2 courses in Management

(iii) 1 course in Business Math

(iv) 1 course in Marketing

(v) Sufficient related business courses
to complete the minimum requirement of 30 semester hours.

(c) Secretarial Administration

(i) 2 courses in Advanced Typing**

(ii) 2 courses in Advanced Shorthand**

(iii) 2 courses in Business Machines

(iv) Sufficient related business courses
to complete the minimum requirement of 30 semester hours.

** U.S. Employment Service Certificate or Equivalent

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(2) Education

- ogy.
 - (a) At least one course in Educational Psychology.
 - (b) At least one course in Modern Philosophies of Education
 - (c) At least one course in Educational Tests and Measurement
 - (d) At least one course in Audio-visual techniques and materials production
 - (e) Sufficient courses in related education areas to meet the minimum requirement of 30 semester hours.

(3) English

- (a) 1 course in American literature
 - (b) 1 course in English literature
 - (c) 1 course in world literature
 - (d) 4 courses in Composition
 - (e) 1 course in Speech
 - (f) Sufficient related English courses to complete the minimum requirement of 30 semester hours.

(4) Foreign Languages

A minimum of 30 semester hours in the language.

(5) Library Science

A minimum of 30 semester hours in Library Science.

(6) Mathematics

- (a) 1 course in Linear Algebra
 - (b) 1 course in Differential Equations

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(c) Sufficient related Mathematics courses to complete the minimum requirement of 30 semester hours.

(7) Science

(a) Biology

(i) 1 course in Invertebrate Zoology

(ii) 1 course in Plant Morphology

(iii) 1 course in Comparative Anatomy

(iv) 2 courses in General Chemistry

(v) 2 courses in Organic Chemistry

(vi) Sufficient related Biology courses to complete the minimum requirement of 30 semester hours.

(b) Chemistry

(i) 2 courses in General Chemistry

(ii) 1 course in Qualitative Analysis

(iii) 1 course in Quantitative Analysis

(iv) 2 courses in Organic Chemistry

(v) Sufficient related Chemistry courses to complete the minimum requirement of 30 semester hours.

(c) Physics

(i) 2 courses in General Physics

(ii) 1 course in Engineering Physics

(iii) 1 course in Statics and Dynamics

(iv) Math through differential equations

(v) Sufficient related Physics courses to complete the minimum requirement of 30 semester hours.

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(8) Social Science

(a) Behavioral Science

- (i) At least two courses in Psychology
(other than Educational Psychology)
- (ii) At least one course in Anthropology
- (iii) At least one course in Sociology
- (iv) Sufficient courses in related
Behavioral science to meet the minimum requirement of 30 semester
hours.

(b) United States History

- (i) At least two courses in United
States History
- (ii) At least one course in United States
Government
- (iii) At least one course from two of the
three areas: Geography, Economics, Latin American History
- (iv) Sufficient courses in related
history areas to meet the minimum requirement of 30 semester
hours.

(c) World Civilizations

- (i) At least one course in Ancient
Civilizations
- (ii) At least one course in World
History c. 500 A.D. to c. 1650 A.D.
- (iii) At least one course in World
Civilizations c. 1650 A.D. to Present
- (iv) At least one course from two of
the three areas: Geography, Economics, Latin American History
- (v) Sufficient courses in related
history areas to meet the minimum requirement of 30 semester
hours.

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7. Promotion to Supervisory and Administrative Positions.

a. Promotions to supervisory and administrative positions within the Division of Schools shall be made in accordance with the Civil Affairs Bureau Promotion Plan, as revised May 1, 1964.

b. The purpose of this plan is to provide systematic and clearly stated methods, guided by the merit principle, of making promotions in the Civil Affairs Bureau. This plan conforms with and supplements the principles and requirements set forth in the Company/Government Promotion Policy published in Chapter 335 of the Company/Government Personnel Manual.

c. This plan applies to all positions in the Division of Schools below the level of Assistant Superintendent.

d. The first area of consideration will be the Schools Division. After consideration has been given to all qualified candidates within the Schools Division and no selection made, the area of consideration may be broadened in accordance with Chapter 335, Company/Government Personnel Manual.

Candidates for promotion will be located by advertising vacancies within the Schools Division. This may be accomplished by posting vacancy announcements on bulletin boards or by memoranda. Within five days from the date of the announcement, interested employees must submit to the official advertising the vacancy a brief memorandum request for consideration. If after at least five work days from the date of the advertisement no selection can be made, then the vacancy may be referred to the Personnel Bureau for advertisement in the Company/Government Transfer-Vacancy Bulletin. When no selection is made from among applicants answering advertisements in the first area of consideration, selecting officials will consider these applicants in competition with applicants at the next and each successive area of consideration utilized.

e. Only qualified employees will be considered for promotion. If knowledge or skill in a specific operation is essential, consideration of candidates will be limited to those who possess that qualification. It will be the responsibility of the employee to make known his interest in the position vacancy by making written application for consideration. However, management may consider any qualified employee whether or not an application is received.

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f. The qualification requirements as set forth under the Canal Zone Merit System will be used as minimum qualification standards in filling vacant positions. Additional special qualifications for some positions may be required for the most satisfactory selection of employees. These special qualifications will be realistic in terms of kind and quality of work to be performed. Additional qualification requirements for promotion may include one or more of the following:

- (1) Potential for future advancement.
- (2) Personality factors such as ability to get along with others, initiative, drive, etc.
- (3) Special skills such as analytical ability.
- (4) Substitutions in higher rated positions.

The nature and variety of qualification considerations for a particular position will be determined on the basis of the type of position involved; that is, certain qualifications required for promotion to supervisory-level positions would not be applied to non-supervisory ones, etc. Before announcing a vacancy, a decision will be made as to any additional or special qualification requirements considered necessary. These will be included in the announcement advertising the vacancy.

g. The Superintendent of Schools or someone designated by him will evaluate the candidates. The evaluation process normally may include any or all of the following techniques:

(1) Personal interview. A personal interview with each applicant will provide the recommending official with personal impressions of the employee and the opportunity to fill in gaps in information which are not always readily apparent in an employee's personnel file. The interview may be limited to those who are apparently qualified and those who might qualify if certain questions could be cleared up. The recommending official will use his best judgment in this matter as to the importance of the position to be filled, the number of applicants, the length of time involved in interviewing the qualified persons, the urgency for filling the position, but he must give equal opportunity for an interview to each apparently qualified applicant, if this method is used for any of the applicants.

(2) Appraisal of experience. The criterion of experience will be adjudged in the light of the requirements of the position to be filled and its relationship to higher positions of the same or similar series. Consideration will be given to whether the experience has been

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of a nature related to the position to be filled, whether it represents a rotation of more than one type of duties and a progression of increasingly more responsible assignments. Mere length of experience by itself will not be the controlling factors in recommending employees for promotion. The length of service will control the recommendation only when all other factors considered are rated equal.

(3) Completion of training program. Training of a broad related nature or specifically pointed at the duties of the position to be filled will be considered by the recommending official. Training may be that given on the job by the Bureau or Company/Government in a regular course, on the job through relief assignments in the position to be filled or in similar positions where the knowledge gained is pertinent, special training through formalized courses in AMA, Civil Service Commission or Universities sponsored by the Company/Government, or after-hours training at the employee's own expense and on his own time.

(4) Appraisals by former and present supervisors. The recommending official may obtain information from former and present supervisors of the applicant(s) to the extent that he considers reasonable and feasible in the circumstances. This may be done either by telephone, personal interview or in writing. The information obtained by personal means (telephone or interview) shall be noted in the recommending official's file on the subject as a matter of record.

(5) Tests. To the extent that tests are required, the relative standing of the applicants in such examinations will be given due consideration.

(6) Group appraisals. To the extent considered feasible and reasonable in the circumstances, the recommending official may convene an advisory board of three employees of higher grade than the employee(s) seeking promotion, to review the applicant(s)' qualifications and to make a 1-2-3 recommendation to the recommending official of its opinion as to the relative merits of the several applicants for the position to be filled. The recommending official will not be relieved of the responsibility for the selection which he recommends.

h. The Superintendent of Schools or the division official designated by him to be responsible for evaluating the candidates shall select one applicant from among those employees determined to be the best qualified. He shall recommend this applicant for

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promotion. If ten or fewer qualified applicants are available, the entire eligible group will be considered as the best qualified. If there are more than ten qualified applicants, they will be ranked as "best-qualified" or "qualified". If there are three or more in the "best-qualified" group, selection will be made from this group. If fewer than three, selection will be made from the combined "best-qualified" and "qualified" groups.

i. The selection recommended by the Superintendent or designated division official will be forwarded to the Civil Affairs Director, who shall review and approve all selections for promotion. The approved selection will then be forwarded to the Personnel Director to be handled in accordance with paragraph 1.5 of the Company/Government Promotion Policy.

j. As soon as a promotion action has been made each unsuccessful candidate within the bureau will be notified in writing that his application was given careful consideration. He will also be given the name of the successful candidate as determined by the selection process. If there are specific ways that an employee can become better qualified for future promotional opportunities, his supervisor will be prepared to offer this information to the employee.

k. Employees may appeal promotion actions only on the basis of procedural non-compliance. Such appeals will be handled under the grievance procedure set forth in Chapter 335 of the Panama Canal Personnel Manual.

PUBLISHED IN THE
OFFICIAL PERSONNEL MANUAL
OF THE
PANAMA CANAL COMPANY
AND
CANAL ZONE GOVERNMENT



1. External Threat.

a. Calculated initiation of general war by any present nuclear power is considered unlikely. Nevertheless, as long as the world's nuclear war-making capability exists and spreads, there is a possibility that general war could occur through accident, miscalculation, an irrational act, or the unplanned escalation of limited war. The most likely contingency leading to a nuclear attack would involve a substantial period of rising international tension and crisis prior to a nuclear conflict. Under nuclear attack, all areas are subject to the likelihood of fallout radiation; and many areas would be subject to the hazards of blast, fire, and initial radiation.

b. Since 1961, the primary emphasis of the office of Civil Defense has been directed toward the creation of a protective base for the population; e.g., fallout shelters. Such a system is being developed in the Canal Zone. When plans are completed, each individual will be advised where to go and what to do in an emergency. Each school will have a civil defense plan which suits its particular situation and each teacher will have an assignment.

c. Each school must have warning signals which resemble the two public warning signals, as follows:

(1) Attention or Alert Signal: A steady tone on sirens, horns, or other devices, of three (3) to five (5) minutes duration. This signal means "listen for emergency information." Tune your radio to SCN (790 kc Pacific Side and 1420 kc Atlantic Side).

(2) Attack Warning Signal: A wavering tone on sirens or series of short blasts on horns or other devices for three (3) to five (5) minutes duration. This signal means that an actual attack has been detected and that everyone should take protective action immediately.

(3) There are no "all clear" signals.

d. At least three civil defense instructional periods or drills (one must be held during the first semester) will be held during each school year. A report of these instructional periods or drills will be forwarded to the Office of the Superintendent of Schools by the start of the last grading period. The Chief, Civil Defense, will furnish instructional material and possibly films upon your request. (Telephone Balboa 3209)

e. Before the start of each school year, it is the responsibility of the principal or Dean to review his existing civil defense plan and issue instructions to the teachers and students within the first few days of school. If changes in the plan are necessary, send a copy of the revised plan to the Office of the Superintendent of Schools at the beginning of the school year.

f. DEFCON 3: Upon notification by higher authority, the Superintendent of Schools or his Civil Defense representative will call the principals or dean of each school. Principals will be informed that we are entering DEFCON 3 and that they should review their civil defense activities under DEFCON 1 and 2. All telephone calls should be limited to short official messages. Schools will function normally.

g. DEFCON 2: Principals will be notified to have their teachers inform all students that they should not return to school after being dismissed. Pupils should be instructed to listen to SCN at home for announcements regarding the reopening of school. All teachers will move their attendance and scholarship record cards to their school office. The principal of each unit will designate secretarial, custodial, and if necessary, teacher help, to secure records, accountable forms, and money.

h. DEFCON 1: All school personnel except those designated to secure these items are relieved of duty at this time to return to their homes. After the records and buildings are secured, all remaining school personnel will be relieved of duty to return to their homes. The cumulative record folders, accountable forms, money, and current registration cards will be secured in school offices/vaults.

2. Internal Disturbance.

a. These procedures will be implemented to provide guidance and to control the movement of U.S. personnel and their dependents when a local situation dictates.

<u>Condition Designator</u>	<u>Description of Restriction</u>
PML ALPHA	(Normal) Exercise caution and avoid potentially hostile crowds, i.e., meetings, demonstrations, etc.
PML BRAVO	Do not wear uniforms or drive private vehicle in Panama unless residing there or on official business; stay out of Panama between 1800 and 0600 hours, unless residing there or on essential business. U.S. personnel in Panama monitor SCN (See b. below).

<u>Condition Designator</u>	<u>Description of Restriction</u>
PML CHARLIE	Enter Panama only on essential official business or if residing there. Civilian clothing will be worn unless official duties require otherwise. All private civilian and Aero Club aircraft flying restricted to the Canal Zone.
PML DELTA	Personnel residing in Panama remain inside their homes at all times and prepare to evacuate to Canal Zone. Other personnel enter Panama only if specifically authorized on an individual case basis. All private civilian and Aero Club aircraft grounded. Transisthmian travel by rail, water, or air only.
PML ECHO	Dependents residing in Panama evacuate to the Canal Zone or safe havens as directed by military authorities.

b. To "monitor SCN" means that military and civilian personnel and their dependents should closely monitor SCN Radio and TV any time Personnel Movement Limitations (PML) has been imposed. SCN Radio and SCN-TV will be used to provide general guidance regarding the PML in effect, and specific instructions to be followed in the event evacuation to a safe haven is directed.



1. Sick or Emergency Leave for Full-Time Teachers.

a. Full-time teachers shall be credited with 10 days leave at the beginning of each school year. Such leave which is unused at the end of the school year shall be accumulated for use in succeeding school years without limit.

b. This leave shall be usable in accordance with this regulation, for illness or injury, presence of contagious disease in the home, occurrence of death in the family, or other pressing personal emergency.

c. Three (3) days of sick leave may be used for personal reasons in a school year, provided not more than 5% or three persons per school, whichever is greater, use it at the same time (other than to attend a religious service or to observe a religious holiday), at least a day's notice is given, and the permission of the principal is obtained.

d. Teachers employed after the beginning of the school year, terminated prior to the end of the school year, or absent without pay during the school year, shall forfeit leave credits on a pro rata basis, the minimum forfeiture being one (1) day for a period of 30 consecutive calendar days in a non-pay status or non-employee status.

e. Leave shall be chargeable only for absence upon days during which the employee would otherwise work and receive pay and shall be exclusive of holidays.

f. The resignation of a teacher to accept temporary summer employment shall not prevent the accumulation of such leave provided the teacher is reemployed as such by the opening day of the following school year.

2. Request for Emergency Leave. A request for leave of absence with pay to cover "pressing personal emergency" over which the employee has no control (as set forth above in paragraph 1.b.) must be accompanied by convincing evidence that the emergency is a "pressing" one. However, in case of real emergency a teacher may request such leave by telephone to the principal. As a general policy, a leave of absence with pay to cover a "pressing personal emergency" requiring a trip to the United States will be limited to five (5) school days and must be approved by the appropriate assistant superintendent. When such leave falls immediately before or after a school holiday period such as the Christmas vacation, documentary evidence of the emergency, such as a signed statement by a licensed physician, must be submitted to the appropriate assistant superintendent when the employee returns to duty.

a. Emergency leave concerned with serious illness or death will be restricted to "immediate family." Immediate family is defined as parents, spouse, brothers and sisters, and children, including step-parents, half brothers and sisters, step-brothers and sisters, adoptive and foster children. In case of death of parents, employed spouses may also be granted emergency leave upon request; i.e., persons will be granted emergency leave connected with death of parents-in-law but not for other persons in an "in-law" relationship.

b. Emergency leave with pay may be continued beyond five days (up to the limit of accumulated sick leave) by authorization of the Superintendent of Schools when the emergency is of a nature requiring continued presence of the employee. When the presence of an employee is later necessary for settlement of an estate a second period of emergency leave may be granted. Leave without pay may be granted for emergency reasons beyond the amount of sick leave available, or in lieu of sick leave upon request of the employee.

3. Responsibility for Certifying Absence. Although no certificate from a physician is needed in the case of absence for less than three days due to illness, the principal must be able to certify that the absence is actually caused by illness.

4. Notification Concerning Absence. Absences will be charged in multiples of one-half day and amounts of leave charged will be shown on deduction slips for the period in which the absence occurred. Teachers should report their absences from duty as follows:

a. All Elementary and Secondary Schools.

(1) First day of absence. Notify the principal the evening before or between 6:30 and 6:45 a.m. the day of the absence. A substitute teacher will be engaged for one day only. No further calls are necessary if the absence is of a single day's duration.

(2) Second day of absence. Notify the principal as above. The substitute will continue to report thereafter until notified otherwise.

(3) Last day of absence (if more than one day). Notify the principal of anticipated return to duty so that the substitute may be informed.

b. Emergency absence. Teachers who have reported for duty and who find themselves unable to continue because of illness should notify the principal, and a substitute will be engaged. If this absence extends into the second day, procedure should be followed as indicated under "second day of absence" above.

c. The rules and regulations provide that if a teacher, after having been absent for more than one day, fails to make notification of her intended return and in consequence a substitute is engaged, such teacher shall forfeit pay for one-half day and the substitute shall be paid for reporting for duty.

5. Sabbatical Leave - Leave of Absence for Educational Improvement.

a. In addition and without regard to any leave authorized by other regulations, leave of absence for educational improvement granted by the Civil Affairs Director upon recommendation of the Superintendent of Schools, will be considered according to the following limitations and requirements:

(1) Leave of absence without pay will be granted to teachers and school officers who have had at least four years continuous service in the Canal Zone Schools.

(a) Such leave will not be granted for periods of less than or more than one school year.

(b) Leave cannot be granted unless the position can be filled by temporary appointment or promotion.

(c) A detailed written plan of the educational work and travel itinerary to be undertaken must be submitted in advance and approved by the Superintendent of Schools. Any change to the plan must also be approved in advance if credit earned during the leave is to be accepted upon return.

(d) The person on leave must spend two semesters (or three quarters) in resident study at an accredited institution of higher education or may spend one semester (or two quarters) in study and the remainder of the time in travel.

(e) A transcript of credits earned and a report of any travel undertaken must be submitted upon return to duty.

(2) Educational leave with part pay ("sabbatical leave") will also be granted with the following requirements (in accordance with procedures in Washington, D.C.) in addition to those in effect for leave without pay:

(a) The individual must be in service in the Canal Zone Schools for six continuous years (including current year) before leave may be granted.

(b) To be eligible for educational leave with part pay, persons must already be fully qualified for the position held.

(c) Any person granted leave with part pay must agree to serve in the Canal Zone Schools for a period of two years upon return from leave.

(d) Not more than two per cent of the total number of employees may be on leave with part pay at the same time. If more than two per cent apply, preference will be given to those with the most service.

(e) Partial pay will consist of half the current pay of the person on leave, less normal deductions for retirement, income tax, health insurance, etc., not to exceed one half the salary of Class 15, Group D.

b. Regulations require that application for educational leave, together with tentative plans, be submitted at least five months prior to the close of the school year. Form 267, Request for Leave, will be completed, and attached thereto will be the tentative plans for study and travel.

c. The general regulations issued by the Personnel Director governing educational leave with part pay or without pay stipulate that "... The request shall include a written plan of the educational work or educational work and travel itinerary to be undertaken, which shall be approved by the Superintendent of Schools under supplementary requirements established by the Superintendent of Schools..."

d. The general regulations also provide in relation to selection that:

"17.27(b)(5) Selection for Sabbatical Leaves. In evaluating applications for educational leave, the following factors may be considered in making selections:

"(a) Relation of the program to the teaching or administrative assignment of the applicant and to special needs of the schools.

"(b) Effectiveness of teaching and professional dedication of the applicant, as evaluated by supervisors.

"(c) Availability of a qualified replacement for the applicant during the period of leave."

e. In relation to the above the following guidelines are provided for persons interested in applying for leave:

(1) The primary purpose of the sabbatical leave program is improvement of the educational program of the school system. Therefore, applications must be evaluated in terms of value of their proposed program of study and travel to the present assignment of the applicant or to some indicated possible future assignment.

(2) Applications showing a graduate degree program will be evaluated more highly than those which show no degree goal.

(3) It will be necessary for the applicant to show evidence of acceptance by a specific institution for the program to be studied. When an applicant has already been attending a graduate institution, new evidence of acceptance will not be required unless there is a significant change in program or degree goal.

(4) There must be demonstrated aptitude to pursue successfully the indicated program. This aptitude may be indicated by such evidence as prior academic record, responsibilities undertaken previously in his career, acceptance by the graduate institution, and any aptitude tests such as the Graduate Record Examination.

(5) Evaluation by supervisory personnel must indicate that the applicant is a person with above-average present performance and above-average future promise. Performance by an applicant which is "satisfactory" does not in itself guarantee approval of an application for sabbatical leave.

(6) The applicant must list the exact courses to be studied. Changes in the program will obviously be necessary in many instances, but the initial list of courses will provide evidence that the program has been planned adequately. Later changes in the program must be submitted to the Superintendent of Schools for approval.

f. Leave applications which involve travel must include an itinerary for the travel with places to be visited and periods of time involved, though exact dates are not required. Minor variation in the program as approved need not be submitted but significant changes in place or time should be reported to the Superintendent of Schools for approval. Itineraries should indicate any professional meetings to be attended, schools to be visited, and other activities which will be related to the applicant's present assignment or future professional goal.

g. Periods of leave with half pay preclude the acceptance during the leave period of full-time teaching assignments. An individual may teach not to exceed six hours a week with pay or may teach on part-time basis while on educational leave without pay provided the approved academic and related program is carried out. A teaching assignment with pay (except when compensated on a fee basis) can only be in a non-government facility, i.e., it cannot be in the legislative, executive, or judicial branch of the Government of the United States (including non-appropriated fund instrumentalities under the jurisdiction of the armed forces) or in the municipal government of the District of Columbia.

h. Persons on a leave-without-pay basis for educational improvement may obtain approval to accept full-time teaching with pay in the United States, if the proposed teaching will contribute to the professional development of the applicant, and provided that the approved academic study program of the applicant includes the equivalent of at least one semester of graduate study. Such leave without pay may also be approved for persons who are to accept a foreign one-way exchange teaching position with pay related to their teaching field since such teaching assignments will be considered to include educational improvement per se.

6. Request for Leave Without Pay. A request for leave of absence without pay, local or U.S., may be granted for any pressing personal activity within the control of the individual which cannot reasonably be handled outside school hours or during vacation periods. The request must be made to the principal and approved by the appropriate assistant superintendent.

7. Detached Duty Status. A teacher, principal, or supervisor may be placed in a detached duty status with the approval of the appropriate assistant superintendent.

8. Retirement and Insurance Benefits for School Personnel on Sabbatical Leave.

a. Because salary is paid during the sabbatical leave the entire period of such leave is treated as creditable service. Retirement deductions are withheld at the proper percent of the salary rate in effect while on sabbatical leave, which is regarded as the basic salary rate not only for deduction purposes but for annuity computation purposes if it is material at retirement in computing the highest three year average salary.

b. Consistent with the above, the salary rate in effect while on sabbatical leave is also considered base salary for Federal Employee's Group Life Insurance purposes. Life insurance withholdings and contributions while on sabbatical leave will, therefore, be in amounts which correspond to the reduced amounts of insurance.

c. Health benefits enrollment and withholdings and contributions (at the full prevailing rates for the plan in which the particular employee is enrolled) will continue during the period of sabbatical leave.

d. Leave of absence without pay will be credited toward retirement not to exceed six months in any calendar year.

1. Employee Conduct and Supervision. Supervisors at all levels are responsible for providing the leadership and example that ordinarily will result in obtaining from employees willing and full compliance with instructions, with established policies, procedures, rules and regulations, and with accepted standards of personal conduct. If an employee's performance of duty or his personal conduct is unsatisfactory because of neglect of duty or failure or unwillingness to comply with instructions or regulations, appropriate disciplinary action will be taken. Employees will be informed fully of the reason for any adverse personnel action affecting them. An employee who believes that he has been treated unfairly has recourse to the employee grievance procedure. Both employees and supervisors should be familiar with:

- a. Panama Canal Employee Responsibilities and Conduct, Title 35, Chapter 1
- b. Discipline and Employee Grievance Appeals, Executive Regulation No. 5
- c. Employee-Management Cooperation, Executive Regulation No. 69
- d. Procedure Governing Adverse Personnel Action, Executive Regulation No. 70

2. Specific Items for Disciplinary Action.

a. Loans from subordinates. An employee who borrows money from another employee or student over whom he exercises supervision, control, or authority will be subject to dismissal from the service.

b. Courtesy. Every person who transacts business or comes in contact with any officer or employee of the Panama Canal Company or the Canal Zone Government, regardless of the circumstances, is entitled to receive courteous and considerate treatment. No person's prestige, dignity, contentment or other self-interest is served by display of temper, annoyance or discourtesy at any time and the business of the Company-Government organization is affected adversely in every such incident. It is the duty of every employee to exercise consideration, self-control, tact, and courtesy in all circumstances in his dealings with the public and with his fellow employees.

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c. Profane and abusive language. The use of profane or abusive language by those in authority in addressing subordinates is forbidden and any violation may be regarded sufficient cause for dismissal from the service.

d. Gifts.

(1) Acceptance of gifts. Officers and employees of the Canal Zone Government and of the Panama Canal Company are cautioned that neither they nor members of their immediate families should accept any gift, except as provided in the paragraphs below, which is tendered by reason of their official or employment status. The legal and policy considerations which make the acceptance of such gifts incompatible with the high standard of conduct required of all officers and employees are believed to be evident. Any officer or employee who accepts a gift which he knows or has reasonable grounds for believing was tendered by reason of his official or employment status shall be subject to such disciplinary action, including dismissal from the service, as may be deemed appropriate under the circumstances.

(2) Acceptance of gifts, decorations, or awards from foreign governments. As a matter of law, officers and employees of the United States Government accepting any present, decoration, award, or other article conferred or presented by any foreign government must be approved by the U.S. Department of State. Officers or employees of the Panama Canal Company or Canal Zone Government who receive information that they are to be tendered gifts, decorations, or awards by a foreign government must report the facts to the office of the Governor to receive instructions as to applicable laws and procedures.

(3) Christmas gifts.

(a) It is school policy to discourage children from giving Christmas presents to principals, teachers, or janitors. This policy was designed to eliminate the competitive and semicompulsive feeling that sometimes develops among children in matters of this kind. Principals should announce tactfully to pupils that teachers are not permitted to receive gifts at the school.

(b) Teachers are permitted to receive gifts from pupils if they are mailed or delivered at home. However, even this practice is undesirable, for reasons indicated above, and it is suggested that all concerned discourage it whenever they can.

(c) If the students in any classroom wish, there is no objection to their bringing Christmas cards or small gifts, which cost not more than fifty cents, for exchange among the members of their class, the arrangement for exchange to be worked out by the students and approved by the teacher.

(d) School children should not contribute toward Christmas presents for janitors. Principals and teachers who desire to give the janitors money or other gifts at Christmas may do so.

e. Correspondence.

(1) Correspondence with business concerns. Teachers are prohibited from corresponding with commercial firms or publishing companies concerning purchases to be made or already made by the Division of Schools, the Canal Zone Government, or the Panama Canal Company. Those who wish to secure information from such companies on such matters should transmit their requests to the school principal. This does not preclude teachers writing for free materials available from commercial sources, so long as there is clearly no commitment by the Division of Schools or the Panama Canal Company.

(2) Correspondence with high officials. High officials of the Canal Zone Government, Panama Canal Company, the Army, Navy, Air Force, the Republic of Panama, the United States Embassy, or the diplomatic corps will not be sent individual invitations to attend school programs or similar functions without clearance by the appropriate assistant superintendent. This plan will insure compliance with protocol and policy considerations.

f. Private employment and other business interests. No employee shall engage actively in any private business, or accept employment on the Isthmus with any corporation, firm, or individual, without permission from the office of the Governor-President. Any employee who engages in such activity without permission or who fails to observe other provisions of these regulations related to outside employment is subject to disciplinary action which may include dismissal.

(1) An employee's request for permission to engage in outside employment or other business activities must be forwarded to the Executive Secretary through the Superintendent of Schools for the latter's recommendation or comment.

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(2) The application must be made on the proper form provided for this purpose. The authority must be renewed annually. The total number of hours of such outside employment should not exceed six per week if the duties involve teaching classes which require outside preparation or eight per week if the duties involve teaching which require little outside preparation.

(3) During the school year no teacher will tutor for compensation any pupil who is regularly taught by said teacher.

g. Lectures and instruction by nonemployees of the Division of Schools. No persons, except those officially connected with the Division of Schools, shall be permitted to give instruction or deliver lectures in the classroom without the approval of the principal. No persons, except those officially connected with the Division of Schools, shall be permitted to give instruction or deliver lectures or talks before a school assembly without the approval of the appropriate assistant superintendent.

h. Talks or speeches at public or private functions. Talks or speeches at public or private functions concerning Company-Government policy by employees of the Division of Schools must be cleared in advance with the Superintendent of Schools.

3. Termination of Service.

a. Rating of teachers. When termination of service papers and other forms require the rating of teachers, when the good of the service demands it, or when other school officials request it, teachers will be reported from the Division of Schools as "Outstanding," "Satisfactory," or "Unsatisfactory." In rating teachers the following points will be among those considered. Special application is made to the act of teaching.

(1) Quality of performance, including such factors as thoroughness, dependability, orderliness, technical skill, originality of suggestions pertaining to work improvement, and effectiveness.

(2) Productiveness, including such factors as amount of work done, industry, planning, promptness in completing assignments, and effectiveness in securing adequate output from a unit.

(3) Qualifications shown on the job, including such factors as knowledge of duties and related work, ability to profit from observation and experience, training and education,

judgment, initiative, cooperativeness, and effectiveness in developing and training pupils.

b. Teachers not dismissed for cause or reduction of force are retained. Teachers may be dismissed from the service of the Division of Schools for cause such as: immoral, indiscreet, or unprofessional conduct; incompetence; unfitness for teaching; persistent violation of or refusal to obey the rules of the Division of Schools and the instructions of the Superintendent of Schools or of his administrative school officials; and failure to pay just debts.

c. Any teacher who wishes to resign will consider the following:

(1) A resignation shall be submitted to the Superintendent of Schools as soon as possible, and in any event at least thirty days before such resignation is to be effective.

(2) The Division of Schools will not normally recommend favorably a teacher who resigns during a school year, except for emergency.

4. Performance Ratings.

a. Authority. The Panama Canal Performance Rating Plan has been approved by the Civil Service Commission as meeting the requirements of the Performance Rating Act of 1950.

b. Purpose. The purpose of the plan is to evaluate the work performance of officers and employees in order to recognize their merits and contributions to efficiency and economy. It shall provide such officers and employees with the following:

(1) Information as to what are the performance requirements of their jobs;

(2) An appraisal, or rating, of their performance in relation to such requirements; and

(3) A medium through which supervisors will assist employees to improve the effectiveness of their performance, and through which supervisor-employee relationships may be strengthened.

CHAPTER C5 - CONDUCT OF SCHOOL OFFICERS
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In addition, the plan will assist in determining proper personnel actions, such as within-grade salary increases, promotions, demotions, reassignments, transfers, separations, and reductions in force. It also will contribute to the discovery, development, and maximum utilization of employee's skills and qualifications for the benefit of both management and employees.

c. Scope. All employees are covered by this plan.

d. Responsibility for administration. The Personnel Director shall supervise generally the function of performance rating. Bureau directors and division heads are responsible for the thorough and proper administration of the function within their particular units. Each supervisor is responsible for rating each employee under his supervision by strict adherence to the instructions and provisions of the plan.

e. Review and approval of ratings. "Satisfactory" and "Unsatisfactory" ratings will be approved by the reviewing official. The Incentive Awards Committee, which passes on awards for superior accomplishments, shall operate for and exercise the authority of the Governor-President in reviewing and approving "Outstanding" ratings, as required by law to insure it is a factual report and that all aspects of performance not only exceed normal requirements but are outstanding and deserving of special commendation. The Personnel Director and the Chairman, Incentive Awards Committee, shall issue such supplementary instructions as may be necessary or desirable in the performance of their respective functions, with a view to publicizing, supplementing, and securing compliance with regulations and procedures of the Civil Service Commission.

f. Official performance ratings. Official performance ratings shall be "Outstanding," "Satisfactory," and "Unsatisfactory" and shall be given as either entrance or regular ratings. An entrance rating of "Satisfactory" shall be given to an employee when first assigned to any position. A regular rating is one required to be made six months after the appointment or change in position of an employee only when a significant change in duties and responsibilities has occurred, and annually thereafter on March 31st. A regular rating must be based on at least 90 calendar days of service. Ratings will be deferred until the end of the 90-day period or in the case of an "Unsatisfactory" rating, until the end of the warning period. For any official action wherein an employee performance rating is pertinent, the appropriate current rating is the latest official rating assigned to the employee.

g. Responsibility of ratings.

(1) Rating official. Each employee shall be rated initially by a rating official. The rating official, normally referred to as the rater, is the immediate supervisor of the employee and directs and controls the work of the employee.

(2) Reviewing official. The reviewing official, normally referred to as the reviewer, is the supervisor highest in line of authority above the rating official who has personal knowledge of the employee's general performance in relation to the employee's work requirements.

h. Basis of performance ratings. Ratings shall be based on performance requirements of the duties performed by and made known to the employee; and performance requirements used in the appraisal process shall be those in effect at the time the performance was rendered. Performance requirements will be developed by the supervisor in consultation with employees and will be reviewed semiannually in order that employees may be kept currently informed of the requirements of their position. Rating and reviewing officers must not be influenced by friendship, prejudices, personal likes or dislikes, or other extraneous factors.

i. Performance rating procedure. In arriving at a performance rating, raters and reviewers will insure that proper performance requirements are made known to employees; that their performance is fairly appraised in relation to such requirements; that they are kept currently advised of their performance; and that performance ratings do not conform to any predetermined distribution or any other arbitrary controls that prevent the fair appraisal of performance. An employee will not be marked as deficient with regard to any work requirement that was not known by the employee or which the employee had not been given a fair opportunity to meet. An "Unsatisfactory" performance rating will not be made without a 90-day prior written warning and a reasonable opportunity after the warning to demonstrate satisfactory performance.

j. Performance evaluations. The following criteria shall be used to evaluate the performance of all employees, except that the last point in each group will be used only when rating supervisors:

(1) Quality performance.

(a) Thoroughness, acceptability and adequacy of results.

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- (b) Dependability, accuracy of work.
- (c) Orderliness and neatness of work.
- (d) Technical skill with which important procedures, instruments, or machines are employed in performing required duties.
- (e) Original suggestions or contributions to improvement in work methods.
- (f) Effectiveness in getting good work done in a unit.

(2) Productiveness.

- (a) Amount of work done.
- (b) Industry, application of time, interest, and energy to duties.
- (c) Planning work to utilize best time and resources.
- (d) Speed, promptness in completing assignments.
- (e) Effectiveness in securing adequate output from a unit.

(3) Qualifications shown on job.

- (a) Knowledge of duties and related work.
- (b) Ability to learn and profit by observation and experience.
- (c) Special education and training for position.
- (d) Judgment, sense of proportion, common sense.
- (e) Initiative and resourcefulness, ability to improve.
- (f) Cooperativeness, ability to work with and for others.

(g) Effectiveness in developing and training employees.

k. Uses of performance ratings.

(1) In improving the effectiveness of employee performance and strengthening supervisor-employee relations. The ratings shall serve as a basis for discussion between the rating official and employee of the following: work requirements of the employee's position and his performance in relation to those requirements -- the aspects in which the employee satisfies, exceeds, or fails to meet the requirements; and suggestions as to ways for effective improvement.

(2) In formal personnel actions. A grade-to-grade promotion or within-grade salary increase shall be granted only if performance ratings are satisfactory or better; appropriate awards may be granted for "Outstanding" ratings under the Incentive Awards Program; reassignment, demotion, or removal shall be effected as the result of an unsatisfactory rating.

1. Furnishing performance rating information. Rating officials shall keep employees under their supervision currently informed of their performance and shall promptly notify them of their performance ratings. Such information may be oral except in the case of an "Unsatisfactory" or "Outstanding" rating, in which case copies of the justification will be given the employee.

m. Written justification for "Outstanding" and "Unsatisfactory" ratings. An "Outstanding" rating must be supported by a written statement from the rating official setting forth in detail the performance in every aspect, based on the performance standards, and the reasons for considering each aspect of performance outstanding and worthy of special commendation. An "Unsatisfactory" rating may not be assigned unless written warning is given at least 90 days in advance, and a full opportunity provided the employee to render satisfactory service. The warning should advise the employee in writing wherein his performance failed to meet the requirements of his job, what steps he can take to improve his performance, that failure to do so will result in an "Unsatisfactory" rating, and that help will be afforded him to improve. An "Unsatisfactory" rating must be supported by a written statement from the rating official, indicating wherein the performance, based on the performance standards, is unsatisfactory and how efforts were made after the written warning to help the employee bring his performance up to a satisfactory level. An employee who receives an "Unsatisfactory"

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rating shall be reassigned, if possible, to a different position for which he is qualified and in which satisfactory performance can reasonably be expected, or shall be separated from the service.

n. Recording ratings. Immediately following the end of the rating period, each rating official will furnish the reviewing official with certification that he has discussed the performance rating requirements with each employee as required by this plan and that he has notified each employee of his rating. The reviewing official will confirm or revise the rating official's certification in view of his personal knowledge of the rated employee's general performance in relation to the employee's work requirements. The reviewing official's certification will then be forwarded to the Personnel Bureau through the approving authority(s). The Personnel Bureau will record the rating on the employee's record where it will be available for inspection by the employee. All material on "Outstanding" and "Unsatisfactory" ratings will be filed in the personnel folder of the employee.

o. Performance rating appeals.

(1) "Satisfactory" ratings. An employee with a "Satisfactory" performance rating may request an impartial review of his rating within the agency or appeal directly to the Statutory Board of Review, but not both.

(2) "Unsatisfactory" ratings. An employee with an "Unsatisfactory" performance rating may request an impartial review of his rating within the agency or appeal his rating directly to the Statutory Board of Review, or both.

(3) Time limits and procedures. Except in unusual circumstances, a request for an impartial review of a rating or an appeal to the Statutory Board of Review will be accepted only if it is filed:

- (a) within 30 days after the date the employee received notice of his rating; or
- (b) within 30 days after the date the employee received notice of the decision on impartial review; or
- (c) within 10 days after the employee has withdrawn his request for an impartial review if more than 30 days have elapsed since he received notice of his rating.

CHAPTER C6 - COLLECTION OF PAYROLL DEDUCTIONS
DURING SCHOOL VACATIONS

C6-1

1. Exact procedures with dates will be announced by the Chief Accountant each year, but the following general information is provided for planning purposes.

2. The procedures for the collection of payroll deductions during the school vacation from 9-month and 10-month employees of the Division of Schools will be as follows:

a. Charges, including installment purchases, due the Panama Canal Company and the Canal Zone Government, accruing during the school vacation for collection by payroll deduction, will be held in open receivables for collection from affected employees in the second, third, and fourth full pay periods in the next school year.

b. Collection of insurance premiums (Worldwide Assurance for Employees of Public Agencies, life insurance for Lincoln Life Insurance Company, Bankers Life Insurance Company, and Gibraltar Life Insurance Company, hospitalization other than Federal Employees Health Benefit Association, and M.B.A.) accruing during the school vacation, will be collected by payroll deduction in advance from pay in the last full pay period.

c. Payroll deductions for savings bonds will be suspended during the school vacation and automatically reinstated at the beginning of the next school year. Partial collections on savings bonds will be refunded in the last full pay period if the full amount for the bonds cannot be completed by the end of the school year.

d. Payroll deductions for hospital bill installments will be suspended during school vacation and automatically reinstated at the beginning of the next school year.

e. There will be no collections made by payroll deduction generally, or for FEGLI insurance, in those cases that teachers work on a part-time or a fee basis during the school vacation, unless specifically authorized by the teacher concerned.

3. Service performed in the final partial pay period will be payrolled in the normal manner and the payroll deductions normally occurring in this pay period will be collected in the usual manner to the extent possible.

4. Employees who are leaving the Isthmus prior to receiving their final pay check(s) should notify the Treasurer in writing or on leave requests (through the Division of Schools) of the address

CHAPTER C6 - COLLECTION OF PAYROLL DEDUCTIONS
DURING SCHOOL VACATIONS

to send their checks, and the check(s) will be forwarded by air mail. Employees who do not leave the Isthmus will receive their pay checks in the usual procedure.

5. In emergency cases when an employee is leaving the Isthmus prior to receipt of the last pay check(s) and when it will be impractical for the individual to furnish a forwarding address for his pay check(s) (such as, if he leaves immediately after the end of school for a vacation in Europe, and he will be continually traveling) the Payroll and Machine Accounting Branch will issue time vouchers to the Agents Accounts Branch authorizing prior payment. In such cases written requests from the individuals for time vouchers should be forwarded through the Division of Schools to the Payroll and Machine Accounting Branch, not later than the end of the last full pay period.

6. The above applies strictly to payroll deduction operations for active employees. Final pay to terminating employees will not be released until outstanding charges have been accumulated and collected.

7. These procedures will also apply to both U.S. and non-U.S. citizen teachers who are working either in the U.S. or in the L.A. schools.

CHAPTER C7 - HOURS OF DUTY,
OVERTIME AND COMPENSATORY TIME

C7-1

1. The performance of overtime work by employees of the Division of Schools is to be held to a minimum and is to be authorized only when the needs of the service require it. In all cases, except emergencies, overtime will be authorized in advance. The following school officers have been delegated the authority to authorize required overtime for employees of their units.

Dean, Canal Zone College
Assistant Dean, Canal Zone College (in absence of Dean)
Principals
Assistant Principals (in absence of Principal)

The following school officers have been delegated the authority to authorize overtime, as indicated after the position title, for Division of Schools employees.

Administrative Officer (All)
Assistant Superintendent, U.S. Secondary Schools
(U.S. Secondary Schools)
Assistant Superintendent, U.S. Elementary Schools
(U.S. Elementary Schools)
Assistant Superintendent, L.A. Schools (L.A. Schools)

2. When authorized or emergency overtime is worked, the employee performing the overtime work will submit a report to the school officer in charge of the unit. The report must show the beginning and ending hours of such overtime. The employee must indicate on the report his request for overtime pay or compensatory time off. The school officer must approve the report before it is submitted to the timekeeper for entry on the time card. A statement as to the necessity for the overtime will be placed on the time card. Employees in the Division of Schools office will submit the report through their immediate supervisor who will initial it and forward it to the Administrative Officer for approval and submission to the timekeeper.

3. With respect to compensatory time off the following regulations quoted from the Personnel Manual will be adhered to by all employees.

CHAPTER C7 - HOURS OF DUTY,
OVERTIME AND COMPENSATORY TIMEPersonnel Manual, Chapter H2, Section 7.05

"(a) The practice of granting compensatory time off shall be utilized only upon request of the officer or employee concerned. Such request will be made during the pay period in which the overtime work is performed.

"(b) When the needs of the service permit, the requested compensatory time off may be granted on the basis of an allowance equivalent to the period of overtime duty performed. If practicable, the compensatory time should be granted in the same pay period in which the overtime work occurs; it must be granted within the three subsequent pay periods. If time off is authorized, but the officer or employee fails to take it within the time limit aforesaid, he loses his rights both to the compensatory time and to overtime pay unless the failure is due to an exigency of the service beyond his control. If the workload or other circumstances preclude the allowance of compensatory time prior to the end of the third pay period after the overtime work is performed, compensation for the extra duty shall then be paid.

"(c) Compensatory time off shall not be granted in any instance in which overtime compensation would not be payable for the extra duty in question due to the maximum limitation on aggregate compensation set out in Part 10 of these regulations. (See 26 Comp. Gen. 750; 37 id. 362.)

"(d) The overtime work for which compensatory time off is requested and granted shall be recorded on the official time cards in the manner prescribed by the Comptroller or his designee. In addition, an official record shall be maintained in the time-keeping units showing the overtime work for which compensatory time off may be requested, the request for such time off, and the disposition of such request."

4. Employees will not be permitted to work during lunch hour for the purpose of taking time off in lieu of or for the purpose of overtime pay. Exceptions to this policy may be made by the school officers listed in paragraph 1 when the needs of the service require it.

5. Employees are required to adhere to the hours of duty for which they are scheduled. School officers have the responsibility for requiring employees in their units to comply with scheduled hours of duty.

CHAPTER C7 - HOURS OF DUTY,
OVERTIME AND COMPENSATORY TIME

C7-3

6. During the months when they are on duty the Dean of the Canal Zone College (or in his absence the Assistant Dean) and the principals of the schools (or in their absence the assistant principals) will certify to and sign all time cards.

7. The following employees in the offices of the Division of Schools will be responsible for submitting time cards to time-keepers for the personnel as indicated. In the absence of the employee responsible for submitting time cards the employee indicated by asterisk will be responsible for timing.

Superintendent	* Deputy Superintendent Supv. of Music, US Schools Supv., Phys. Ed., US Schools All Assistant Superintendents Coordinator of Curriculum Coordinator, Special Education Secretary to Supt. & Dep.Supt. Administrative Officer
Asst. Superintendent, US Secondary Schools	* Supv. of Instruction, US Secondary Secretary to Asst. Supt., US Sec.
Asst. Superintendent, US Elementary Schools	* Supv. of Instruction, US Elementary Secretary to Asst. Supt., US Elem.
Asst. Superintendent, LA Schools	* Supv. of Instruction, LA Schools Supv., Phys. Ed., LA Schools Supv. of Music, LA Schools Secretary to Asst. Supt., LA Schools
Administrative Officer	* Administrative Assistant Time & Personnel Clerks Mail Clerk Supervisor, EDP Procurement Personnel Secretary to Admin. Officer Truck Driver Bookbinder Maintenanceman
Coordinator, Special Education	* Clinical Psychologist School Psychologists Secretaries

CHAPTER C7 - HOURS OF DUTY,
OVERTIME AND COMPENSATORY TIMECoordinator of
Curriculum* Audio-Visual Specialist
Subject Specialists
Secretaries and ClerksSupervisor, Phys. Ed.,
US Schools* Supv., US Pools & Safety
Secretary, Phys. Ed. Office

Supervisor EDP

* Computer Programmer
Data Processing Personnel

8. Any employee who wishes to engage in outside employment should familiarize himself with the regulations set forth in Section 255.735-32 of the booklet "Employee Responsibilities and Conduct" of the Canal Zone Regulations. Such outside employment will be limited to six hours per week if it involves preparation (such as teaching) or eight hours per week if no preparation is required. Authority should be requested on Form 222, "Employee's Application for Permission to Engage in Outside Business or Employment."

CHAPTER C8 - EXTRA-DUTY SCHOOL ACTIVITY PROGRAM
AND PAY PROVISIONS

C8-1

REFERENCE: PCC/CZG Personnel Manual: C3-19.8 through 19.11 and
C3-20.8 through 20.12

1. The Personnel Director, in establishing the school activity extra-duty pay and setting forth guidelines as given in the references, has indicated that the Superintendent of Schools will determine the exact activities to be implemented and will make appointments of teacher personnel to carry out such activities.

2. The activities approved for a school year and the personnel to handle these activities will be listed in a memorandum issued by the Superintendent of Schools.

3. In order for an activity supervisor to receive full pay, the activity must include the minimum number of students (10) and minimum amount of time indicated for each activity.

4. It will be the responsibility of each principal to maintain adequate records to justify the extra-duty pay. These records will include a weekly statement from the employee certifying the time worked and the number of students participating. These records will be properly filed for a period of two years for possible audit review.

5. Pay reports will be submitted by the principals at regular intervals as established by the appropriate assistant superintendent. These reports will include those who have concluded their assignment. Personnel with a year long assignment will be reported at the end of each semester. Pay reports must show the employees' names listed in alphabetical order and include the I.P. number, name of activity, activity level, total assigned hours, and hours completed. These reports will be routed from the principal to Chief, Payroll Branch, through Assistant Superintendent, and Personnel Records and Administrative Branch.

6. Recommendations for changes in the approved activity program may be forwarded to the appropriate assistant superintendent. Any changes approved will be effective at the beginning of the next school year.

7. The following information is provided regarding the manner in which the extra-duty program assignments are made:

a. All persons awarded extra-duty pay must be Class 15.

b. All persons with extra-duty pay assignments must have a minimum of 25 class periods per week in a 30-period week or a minimum of 30 class periods per week in a 35-period week. College personnel must have 15 weighted hours per semester.

C8-2 CHAPTER C8 - EXTRA-DUTY SCHOOL ACTIVITY PROGRAM
AND PAY PROVISIONS

c. Audio-visual personnel may be assigned according to the following formula:

1- 9 teachers - One Level III
10-19 teachers - One Level II
20-34 teachers - One Level I
35-49 teachers - One Level I plus one First Assistant
50-69 teachers - One Level I plus one First Assistant and one Second Assistant
70 and over - One Level I plus one First Assistant and two Second Assistants

d. Enrichment and remedial assistance within departments at the secondary and college levels will be determined according to the following formula:

9.1 or more teacher units in department	Level I
5.1-9.0 teacher units in department	Level II
2.5-5.0 teacher units in department	Level III

except in the science, physical education, art and industrial arts departments which will be determined by the following formula:

5.1 or more teacher units in department	Level I
2.2-5.0 teacher units in department	Level II

In the U.S. secondary schools a teacher unit is equal to 25 class periods per week in which the subject is taught; in the L.A. secondary schools it is equal to 30; and in the college it is equal to 15 weighted hours per week.

8. The number of hours for each activity is the minimum number of hours and does not prevent any activity sponsor from handling the activity for more than the number of hours indicated. In MOST cases an activity may require many more hours than the minimum.

9. The availability of extra-duty pay does not change the authority of the Superintendent of Schools to assign duty to the individual he considers best qualified to carry out the duty. The Superintendent of Schools, will, however, attempt to make appointments from among persons who indicate an interest in such assignments. Empty positions may be filled by such appointments from among teachers of other school who have indicated an interest, or from among remaining teachers of the original school faculty. The procedures for filling extra-duty pay positions will be:

a. The appropriate assistant superintendent will make a determination of the assignments needed in each school (approximately eight weeks before school ends).

b. Upon receipt from the appropriate assistant superintendent of the positions assigned to the school, the principal (dean) will make his faculty members aware of these and determine their interest in such positions. Where no teacher indicates interest, the principal will consider others whom he considers qualified for recommendation to the Superintendent. The fact that a person has held an assignment one year does not automatically give that person the preference the following year. (Recommendations are to be sent to the appropriate assistant superintendent approximately five weeks before the end of school.)

c. Assistant superintendents will submit the recommendations to the Superintendent for his approval (approximately three weeks before end of school).

d. Approved assignments will be returned to the schools and principals will notify faculty members concerned (approximately one week before end of school). Efforts will be made to have all positions filled by this time; when this is not possible the letters TBF should be listed indicating this position is to be filled.

e. Within the first month of the school year, the assistant superintendents will furnish each school with a final list of assignments which will reflect changes in assignments that were necessitated by personnel changes during the vacation period. This final list should also indicate the assignments to the TBF positions.

f. Once the final assignments have been announced changes will only be permitted in cases of extreme emergency. Principals can recommend changes for the second semester provided they are submitted no later than two weeks prior to the start of the second semester.

10. The Superintendent of Schools may authorize partial payment for a non-completed activity when the activity is not completed due to circumstances beyond the control of the sponsor. Payment will be prorated based on the ratio of activity hours completed to total minimum activity hours.

5. Upon receipt from the appropriate assistant superintendent of the positions assigned to the school, the principal (dean) will make his faculty members aware of these and determine their interest in such positions. Where no teacher indicates interest, the principal will consider others whom he considers qualified for recommendation to the Superintendent. The fact that a person has been an assignment one year does not automatically give that person the preference the following year. (Recommendations are to be sent to the appropriate assistant superintendent approximately five weeks before the end of school.)
6. Assistant superintendents will submit the recommendations to the Superintendent for his approval (approximately three weeks before end of school).
7. Approved assignments will be returned to the schools and principals will notify faculty members concerned (approximately one week before end of school). Efforts will be made to have all positions filled by this time; when this is not possible the letters will be listed indicating this position is to be filled.
8. Within the first month of the school year, the assistant superintendents will furnish each school with a final list of assignments which will reflect changes in assignments that were recommended by personnel changes during the vacation period. This final list should also indicate the assignments to the TSP positions.
9. Once the final assignments have been announced changes will only be permitted in cases of extreme emergency. Principals can recommend changes for the second semester provided they are submitted no later than two weeks prior to the start of the second semester.
10. The Superintendent of Schools may authorize partial payment for a non-completed activity when the activity is not completed due to circumstances beyond the control of the sponsor. Payment will be pro-rated based on the ratio of activity hours completed to total minimum activity hours.

1. Principals, teachers, and other employees of the Division of Schools are prohibited from making commitments with commercial firms, publishing companies, and the like concerning the purchase of equipment and supplies by the Division of Schools, the Canal Zone Government, or the Panama Canal Company. Principals may write directly to companies to secure catalogs, free materials, and price quotations only.

2. There are three classes of school equipment:

- a. Capital Equipment
- b. Operating Equipment
- c. Rental Equipment

3. Principals are directed to maintain records on all equipment as follows:

4. Capital Equipment.

a. Acquisition. Each year a list of capital items is prepared for the Superintendent of Schools by each assistant superintendent upon recommendation of principals. Such lists, as revised, are then included in the capital budget program which is then submitted through channels to the Governor for his approval and submission to the Bureau of the Budget and Congress. Capital items cannot be purchased until funds are appropriated by Congress for this purpose. Supervisors and principals should notify the appropriate assistant superintendent of needs.

b. Disposal.

(1) Serviceable excess capital equipment will be reported to the Administrative Officer, Division of Schools.

(2) Unserviceable, worn-out, or obsolete miscellaneous items of capital equipment will be reported to the Administrative Officer who will advise as to the method of disposal and procedure to be followed.

5. Operating Equipment.

a. Acquisition.

(1) Operating equipment, books, and supplies, which require procurement are requested by the principal or staff officer on the Division of Schools "Request for Purchase," which is then sent to the appropriate assistant superintendent

for approval. Purchases under \$250 at one time from one source are made by Division Purchase Order, and may arrive in one to eight weeks. Purchases over \$250 are processed through the Panama Canal Procurement Section and generally take about three months for delivery.

(2) Items available within the Panama Canal Supply Division are obtained directly by the principal, using the proper form. Athletic equipment orders will be forwarded to the appropriate Supervisor of Physical Education and Athletics for signature.

(3) In submitting requests for purchase, proper information must be given as to source of supplies, complete nomenclature, and estimated cost. In the case of spare parts for equipment, the name, serial number, model, etc., of the machine for which the parts are ordered are needed.

(4) Principals will prepare annual requisitions for textbooks, reference books, and library books for their schools.

b. Book inventory.

(1) The department chairman will be responsible for the inventory of all books (basic texts, supplemental texts, and reference books) used in his department.

(2) The inventory record should be kept by the department chairman and made readily available to the principal or other school officials for use in ordering, etc. In subject areas where there is no department chairman, the principal will designate the person responsible for maintaining the inventory records.

(3) The school librarian will be responsible for maintaining an inventory of all library books.

c. Disposal.

(1) Excess usable items will be reported to the appropriate assistant superintendent who will arrange for redistribution.

(2) Damaged or worn-out items may be disposed of in accordance with instructions from the appropriate assistant superintendent.

(3) Principals and teachers are not authorized to give away books. Books that are obsolete or in such poor condition that they have no further use will be disposed of as follows:

- (a) Books suitable for possible resale should be shipped directly to Section I, Storehouse Branch, Balboa, C. Z., with a covering memorandum giving the total number of books.
- (b) Books torn, worn-out, or unfit for any further use should be destroyed.

6. Rental Equipment.

a. Equipment furnished by the Storehouse Branch Furniture Pool bears a PCC metal tag. Inasmuch as the Division of Schools is charged rental for this type of equipment, care should be exercised to make certain that only the items actually needed are rented.

b. Acquisitions, exchanges, or returns. Principals should submit their requests to the appropriate assistant superintendent of schools. The Deputy Superintendent of Schools will coordinate all Furniture Pool requests. Requests should not be submitted directly to the Furniture Pool.

c. Repairs. Principals should call the Furniture Pool for repair service. Any problem with repair should be reported to the appropriate assistant superintendent.

1. Additional Equipment. Requests for additional Furniture Pool equipment will be submitted by principals in memorandum form as follows:

To: Superintendent, Storehouse Branch
Through Assistant Superintendent of Schools

2. Transfers Between Schools. When a pool item is transferred from one unit to another the releasing unit will report the transfer by memorandum directly to the Furniture Pool, with information copies to the receiving unit and the Deputy Superintendent of Schools.

3. Exchange or Return of Equipment. Requests for exchange or return of equipment should be made by memorandum directly to the Furniture Pool, with merely an information copy to the Deputy Superintendent.

4. Loss or Theft of Equipment. In case of theft, the principal should immediately, by telephone, notify the police and the appropriate Assistant Superintendent. As soon as feasible after discovering a theft or other loss the principal should make a written report, giving all pertinent details, to the Furniture Pool, addressed as in paragraph 1 above.

5. Storage. During school vacation periods all equipment should be stored in areas which will result in minimum deterioration and maximum safety. Electronic and mechanical items should be stored in air conditioned areas or dry closets. Small items (such as typewriters) should preferably be stored in locked closets inside locked rooms on upper floors. Proper key security should be maintained and there should be a perfunctory daily check of doors and windows.

6. Repair. Emergency repairs of pool items, particularly of instructional items such as typewriters, should be initiated by telephone at the time of breakdown. This telephonic request should be followed by a confirming memorandum. As indicated in other instructions a simple log should be kept on each item of equipment showing dates of breakdown, type of trouble, date of repair request, and date item returned to service. This should facilitate timely retirement of items which reach such condition that they can no longer be repaired effectively or economically. The best person to keep such a log is the person who has primary responsibility for an item -- usually a teacher, secretary, or janitor. Items which need periodic or preventive maintenance or reconditioning should be scheduled for this during the summer

vacation periods (June-August in the U.S. Schools; February-April in the L.A. Schools). The Furniture Pool should be notified of such items well in advance so the work can be scheduled. All instructional typewriters will be given a thorough cleaning and reconditioning during such periods.

7. Because of the shortage of many items of equipment and lack of funds or executive decree preventing acquisition of many items, it is essential that items not needed be transferred to other schools where they are needed, or returned to the Furniture Pool. Rent must be paid by the Schools Division on every Furniture Pool item in the schools. Money saved by turning in unneeded items will be put to use in other ways to improve the educational program.

8. The operating account number for your unit must be shown on all documents. In the case of transfers between units both account numbers will be given.

CHAPTER E3 - REQUESTS FOR MATERIALS
DIRECT FROM PUBLISHERS

E3-1

1. Principals are authorized to make direct request to publishers for teacher editions of adopted textbooks, teachers' manuals, keys, etc., whenever the items are available without charge, and are related to books that have been adopted and are in use. Requests for review or examination copies will continue to be handled by the Coordinator of Curriculum.

2. It is suggested that the letters requesting subject items be worded as follows:

"Gentlemen:

"The Division of Schools of the Canal Zone Government has adopted and is presently using in grade ____ the following textbook published by your company:

"(Author, title, edition or copyright date)

"The text is being used in this school and with the authorization of the Division of Schools it is requested that you furnish without charge ____ copies of the teacher's edition, manual, keys, etc. for use in our instructional program, which corresponds to the number of teachers who do not have these materials and for whom the materials have not previously been requested.

"Materials should be sent by domestic book post to the undersigned at the following address:

"(Name and address of school)

"In view of delays and problems due to customs regulations, under no circumstances should books be sent by express or by any other means outside postal channels. We also cannot accept books which are subject to return or billing later. Please notify me of any items which must be purchased and these will be handled through the normal procurement channels of the Division of Schools.

"With the above understanding, your courtesy in sending the items will be very much appreciated.

"Sincerely,

"Principal"

CHAPTER E3 - REQUESTS FOR MATERIALS
DIRECT FROM PUBLISHERS

3. Copies of letters should be provided the appropriate assistant superintendent and the Coordinator of Curriculum.

4. Any difficulties encountered in obtaining items should be recounted to the Coordinator of Curriculum who will then take further action.

CHAPTER E4 - REQUESTS FOR SERVICES
OR MATERIALS FROM PANAMA CANAL PRINTING PLANT

E4-1

1. The following administrative personnel are authorized to place orders direct on the Panama Canal Printing Plant at La Boca.

Deputy Superintendent of Schools
Assistant Superintendent, US Secondary Schools
Assistant Superintendent, US Elementary Schools
Assistant Superintendent, Latin American Schools
Administrative Officer
Administrative Assistant
Coordinator, Special Education
Coordinator, Curriculum
Supervisor, Data Processing Center
Dean, Canal Zone College
Principals, All Schools

2. The following instructions are to be followed:

a. Account No. 665-12-8901 will be shown on all orders.

b. Requests for services only (duplicating work, cutting of paper, collating, perforating, stapling, etc.) will indicate (Cost to be charged to Blanket Order No. 16, Account 665-12-8901." Such services may be requested on Printing Plant Work Request, Form PP-1.

c. All other orders on the Printing Plant (requests for materials and/or special work) must be prepared on Form 6907, "Combination Requisition Shipping Notice and Invoice." This is a standard stock form obtainable from the Storehouse Branch.

d. Submit the original plus one copy for each item listed on the requisition, and retain a copy for your file.

1. Use of School Buildings.

a. School buildings may be used free of charge by an individual or individuals desiring to hold a meeting of an educational nature to which the public is invited without the payment of an admission charge, except when such use is of a political or sectarian nature, or except when such use conflicts with the best interest of the Canal Zone Government.

b. School organizations are permitted to use school facilities for programs for which an admission is charged.

c. The use of school buildings by regular faculty members and others to hold classes or tutor privately for a fee is permitted under certain conditions.

(1) The activity must be of an educational nature and related directly to the regular school program.

(2) The activity and use of the facilities must be approved by the principal acting upon a written request from the person desiring to use the facilities.

(3) The user of the facilities may not earn more than the appropriate fee rate listed in the PCPM.

(4) The use of the facilities must not result in any additional expense to the Division of Schools.

(5) The use of the facilities may be terminated at any time by the principal.

(6) The conditions listed in Paragraph d (below) also apply to the use of facilities for activities in which a fee is charged.

d. In general, the use of school facilities is approved if the following conditions are met:

(1) There is no conflict with school activities.

(2) It appears probable that the number of people attending will warrant the use of the building.

(3) The request for use is made by a responsible adult who will guarantee to furnish adequate school personnel protection for the building and its contents.

CHAPTER FI - FACILITIES AND EQUIPMENT,
USE AND CARE OF

(4) The activity involved is not to be construed as being of a political, sectarian, or commercial nature.

(5) The activity does not compete with private enterprise.

e. The request (Form 1040) for the use of the building will be submitted through the principal and will state the purpose, date or dates, and hours of the meeting, and the individual or organization responsible.

f. Activities must be limited to the hours and dates specified in the request.

g. The use of school facilities may be terminated at any time by the Superintendent of Schools.

h. Attendance at School Activities and Activity Control

(1) Activities in the school facilities will be divided into the following categories:

(a) Intra-school activities

(b) Inter-school activities

(c) Public performances by school students, athletic and non-athletic

(d) Use of school facilities by outside groups, (i) non-profit and (ii) profit. Such use is covered in this section of the Policy Manual.

(2) Intra-school activities (club meetings, field trips, dances) will be restricted in participation to the students of a particular school, except that the principal (dean) of a school (college) may authorize the faculty sponsor of such activity to permit guests, generally not to exceed one guest per student.

(3) Inter-school activities may be arranged by direct contact between the heads of two or more schools. A faculty sponsor will be appointed for each school. The details of operation and supervision will be determined in advance and written out as approved by the school heads. Participation will be limited to students in the participating schools.

(4) Attendance at public performances will be restricted generally to members of the families of students and others with Canal Zone purchase authorization, but heads of schools may authorize other attendance within the capacity of the facility being used.

(5) Attendance at any activity or performance is a privilege granted by the school, and all persons in attendance are subject to the rules established by the school. Persons not adhering to such rules may be asked to leave, and removed by the police if they refuse to leave. Persons sent out of any activity may be refused admission to subsequent activities upon decision of the school head.

(6) The school head hosting the activity will provide for adequate supervision by establishing procedures for operation, appointment of faculty sponsors, notification of police and request for police assignment and whatever steps considered necessary for control in relation to the type of activity and the anticipated attendance.

(7) Actions related to control should anticipate and prevent disorder. Such actions may relate to placement of participants and spectators, erection of barriers, placement of supervisors, removal of participants from games, etc.

2. Use of Gymnasiums, Stadiums, Auditoriums, and Swimming Pools.

a. These facilities, maintained and operated by the Division of Schools, may be utilized for parties, dances, organizational, and the like by bona fide Canal Zone organizations under the following conditions:

(1) That no alcoholic beverages of any kind be served, consumed, sold, or given away as prizes.

(2) That non-school dances, parties, and other activities end no later than 12:00 o'clock midnight. (Special permission of the Civil Affairs Director through the Superintendent of Schools may extend the time to 2:00 a.m.)

b. Canal Zone organizations not under the control of the Division of Schools may utilize these facilities at established rates for occasional activities under the conditions set forth above, provided that a written application for such use is made on Form 1040.

c. Approved school organizations may use the facilities for activities sponsored by the school provided prior arrangements have been made with the principal. Such activities shall end not later than 12:00 o'clock midnight for high schools and college unless prior approval is granted.

d. For rental rates and other charges for use of gymnasiums, stadiums, swimming pools, and auditoriums see Panama Canal Company- Canal Zone Government Official Tariff Manual.

CHAPTER F1 - FACILITIES AND EQUIPMENT,
USE AND CARE OF3. Use of School Shops

a. Only shop teachers and other staff members of the Division of Schools working on school projects are permitted to use school shop facilities.

b. Power machinery may be used only after adequate instruction, provided, however, that the use of the shaper will be restricted to students who are directly supervised by a shop teacher.

c. The blower system must be turned on when the following machines are in operation: planer, jointer, circular saw, band saw, and sander. The blower system must be turned off when the machines are not in use.

d. All stock, tools, and the like must be put back in their proper places after use. Oily rags must be placed in receptacles provided for the purpose.

e. Upon being advised that the shop is about to be closed, all people working in the building will be expected to assist in closing the windows, cleaning the machines and benches, and replacing tools and materials.

f. Neither the shop teachers nor the Division of Schools will assume any responsibility for theft or for damage to unfinished articles left in the shop between working periods.

g. The use of school shops and equipment for personal gain of any kind is prohibited.

h. The use of school shops and equipment for any project for use in the Republic of Panama is prohibited.

4. Care of School Buildings. Principals are responsible for the order and neatness of their respective buildings and grounds, and for observation and guidance of the janitors in cooperation with officials of the Housing Branch, seeing that they perform their duties and conform to rules and regulations. Principals should make judicious use of blanket authorities for minor repairs to their school buildings and should make requests in writing for more extensive repairs. Such requests should state clearly the nature of the work and the exact location of the places where the repairs are needed. Principals should make a thorough inspection, at least once a month, of their buildings and grounds and submit a report of needed repairs.

Janitors should be expected to observe the following when cleaning buildings and equipment:

a. Windows in toilet rooms should be kept open about a foot from the top during the hours when schools are in session.

b. Soap powder, water, and care will be used to keep toilets in a sanitary condition.

c. Water in the urinals should be kept running at a minimum.

d. Trisodium phosphate should not be used on toilet fixtures or wooden floors.

CHAPTER F1 - FACILITIES AND EQUIPMENT,
USE AND CARE OF

e. Oily waste or rags should never be kept inside the building. Turpentine and linseed oil should not be used as furniture or floor polish and should never be stored in a school building.

f. Furniture not in use should be cleaned and polished.

g. Before leaving each night the janitor should check toilets for running water, trim blinds in all rooms with slats at an angle of 45 degrees, and close and lock all doors and transoms.

h. The grounds around the school should be policed daily of all paper and trash.

i. Once each week, at an unannounced time, and in company with the head janitor, the principal should make a thorough inspection of all rooms in the building, including storerooms and janitors' closets, to make certain that the highest standards of neatness and cleanliness are being maintained.

j. Care of chalk boards.

(1) To prevent "shine," wash once or twice a week with clear water to which has been added a small amount of ordinary household ammonia. Each slab of slate board should be washed separately and dried immediately.

(2) Janitors should be specifically cautioned not to use kerosene or any other type of oil on chalk boards. Teachers should report to the principal any deviation from the proper method.

(3) As a further measure in the proper care of chalk boards, teachers should avoid using on them wax crayons, poster or water paints, gummed tape, or other materials likely to spoil the surface.

5. Care of School Property.

a. All staff members of the Division of Schools are expected to exercise care in using school property. Property entrusted to them for their use should be protected. School property cannot be disposed of except through regular channels on the proper official forms.

b. Principals and teachers shall be held responsible for the property of the school. Shortages should be reported immediately to the appropriate assistant superintendent by the

principal. In the case of theft of a valuable item of property immediate notice shall be given to the police and the appropriate assistant superintendent.

c. Principals will keep a complete file of vouchers, official property transfers, surveys, etc., from which they should be able at any time to account for all items of property charged to their units.

d. Principals will keep a record of property issued to each room for which individual teachers shall be held responsible. Teachers may be expected to account for such property at any time.

e. Pupils will be held financially responsible for the loss, damage, or destruction of property.

f. Money received for property which has been lost, damaged, or destroyed must be officially receipted.

g. Property delivered by error to a school unit should be sent immediately to the unit to which it is properly consigned.

h. School property cannot be lent to agencies outside the Division of Schools without the approval of the Superintendent of Schools.

6. Use of Safes. The storage or deposit of personal or unofficial moneys in vaults, safes, or other receptacles furnished by the Government for safeguarding accountable funds, is not permitted. The combination of a safe or vault should be changed when any person who knows the combination leaves the office in which the depository is located, either for temporary duty elsewhere or by reason of termination from the service. In order to prevent unauthorized persons from learning how to open a safe, the combination to it should be guarded carefully. Arrangements for the change of a combination can be made through a telephone call to the Instrument Repair Shop, Industrial Division. All Government funds should be placed in the safe at the close of business daily.

7. Special Precautions at Close of School Year. Each year circulars will be issued giving specific instructions for the closing of schools. The basic content of the instructions is as follows:

CHAPTER F1 - FACILITIES AND EQUIPMENT,
USE AND CARE OF

a. Property check. Principals are responsible to the Superintendent of Schools for all property in their schools. A property check should be made prior to the close of school and a report of all equipment lost should be submitted to the Superintendent of Schools through the appropriate assistant superintendent. When a teacher's service is terminated or when a teacher is transferred from one position to another within the same school, or when a teacher is granted leave of absence, the property check should be made under the direction of the school principal. Books on loan from the Schools Division central office should be returned unless special arrangements have been made to keep them during the vacation period.

b. Keys to buildings, desk, and cupboards must be tagged and marked. Teachers will turn in their keys as directed by their principal, on the last day of school.

c. A final list of repairs needed for buildings and equipment in the school should be submitted by the principal to the appropriate assistant superintendent before the close of school on the proper forms.

d. Before leaving their rooms at the end of the school year, teachers will please see that all poster materials and tacks are removed from bulletin boards. Janitors should be instructed to erase all work on blackboards. Storage units and cupboards should be left in good order. Lockers and students' desks should be empty. Teachers will check to see that pupils remove all papers and stickers from books and also erase all marks before turning them in.

e. Care of equipment (for teachers of industrial arts, shops, home economics laboratories, business education laboratories, and physical education facilities, music facilities, and art facilities). All equipment including machines, hand tools, and kitchen and science utensils should be cleaned and properly stored before the students leave for the summer vacation.

(1) All machines and tools should be cleaned and given a protective coating.

(2) All hand tools should be put in good condition before they are stored.

(3) All containers should be carefully sealed and placed in proper lockers.

(4) Before closing the school shops, laboratories, or other facilities the principal, together with each responsible teacher, should make a final inspection tour of each area. During the inspection tour, the teacher should explain to the principal the location of the supplies and tools. A special check should be made on all switches to see that they are "pulled" so that no one can use the machine during the summer vacation unless authorized by the principal of the school. All keys should be turned in to the principal for safekeeping during the summer vacation. If the locks on the doors to these instructional areas and on tool cabinets and storage areas within them can be opened by any "master" keys or by keys in possession of persons other than the teacher and the principal, additional locks should be installed on such areas to insure security of the equipment, tools, and supplies in these areas during the school vacation period.

8. Signs and Advertisements.

a. Outdoor advertising.

(1) No sign, bill, poster, or other advertising device shall be constructed, placed, or displayed except in conformity with these regulations and shall not be constructed, placed, or displayed unless the location, design, and type of display have first been approved by the Civil Affairs Director, in whom authority to administer these regulations is hereby vested.

(2) Advertising of the following types, or in the following locations, is hereby prohibited, except in cases in which the Civil Affairs Director makes an exception in writing supported by written findings indicating strong consideration of public interest as warranting such exception:

- (a) Signs of billboard size
- (b) Any sign over four feet high or twenty feet long
- (c) Signs that are indecent or otherwise contrary to the public mores
- (d) Multiple type ("Burma Shave") signs
- (e) Any sign: within ten feet of the edge of a street or road, on the inside of a curve, within seventy-five feet of

CHAPTER F1 - FACILITIES AND EQUIPMENT,
USE AND CARE OF

an intersection, or any sign which for any reason would create a hazard to traffic or interfere with traffic or traffic signs or signals

- (f) Signs that would mar natural scenic beauty or the appearance of a community

(3) Signs advertising single events, sponsored by religious, civic, or employee organizations, or events of a cultural nature, shall not be fixed or erected more than four weeks prior to the event, except as may be authorized by the Civil Affairs Director on considerations of the public interest, and shall be removed by the sponsoring organization within three days after closing of the event advertised, unless such time is further extended by the Civil Affairs Director.

b. Inside school buildings, gymnasiums, and stadiums.

(1) Signs advertising school activities may be displayed temporarily in school structures provided they have been approved by the school principal.

(2) Commercial advertising may be displayed in gymnasiums, stadiums, and on stadium fences when sponsored by organized adult Canal Zone organizations under the following conditions:

- (a) Gymnasium advertisements may be displayed only during the period that the sponsoring adult organization has permission to utilize the gymnasium and must be removed or covered after each activity period. Signs advertising alcoholic beverages may be displayed only during adult activities. Advertisements must be removed by the sponsoring organization within three days after the close of the activity.
- (b) Stadium and stadium fence advertising, except advertisements of alcoholic beverages, may be displayed during the entire period that sponsoring organization has permission to utilize the facilities. Advertisements must be removed by the sponsoring organization within three days after the close of the activity.

1. Fire Exit Drills. The general character of fire exit drills, and instructions for carrying them out, are indicated in the excerpts from the National Fire Code below:

a. The purpose of fire exit drills is to ensure the efficient and safe use of the exit facilities available. Proper drills ensure orderly exit under control, and prevent the panic which has been responsible for the greater part of the loss of life in the major fire disasters of history. Order and control are the primary purpose of the drill. Speed in emptying buildings, while desirable, is not in itself an object and should be made secondary to the maintenance of proper order and discipline.

b. Fire is always unexpected. Drills should be so arranged that they will ensure orderly exit under the unusual conditions obtaining in case of fire. For this reason drills should be habitually held in unexpected ways, and at unexpected times. If the drill is always held in the same way at the same time it loses much of its value, and when for some reason in actual fire it is not possible to follow the usual routine of the fire exit drill to which the occupants have become accustomed, confusion and panic may ensue. Drills should be carefully planned to simulate actual fire conditions. Not only should they be held at varying times, but should use different means of exit, assumption being made, for example that some given stairway is unavailable by reason of fire or smoke, all the occupants being led out by some other route. Fire exit drills should be designed to familiarize the occupants with all available means of exit, particularly outside stairs and other emergency exits that are not habitually used during the normal occupancy of the building.

c. There shall be at least eight fire exit drills per year.

d. Drills should be executed at different hours of the day or evening, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, etc. In other words, they should be executed at such irregular times as would tend to destroy any possible distinction between drills and actual fires. Cards of instructions should be conspicuously posted describing the procedure of the drills.

e. If a drill is called when pupils are going up and down the stairways, as during the time classes are changing without any semblance of order, the pupils should be instructed to form in file and immediately proceed to the nearest available exit in an orderly manner.

f. As all drills represent an actual fire condition (see paragraph b above) pupils should not be allowed to obtain clothing, after the alarm is sounded, even when in home rooms, on account of the confusion which would result in forming the lines and the danger of tripping over dragging apparel. In order to avoid congestion around the school building which might interfere with the local fire department, each class or group should move to a predetermined point.

g. Every fire exit drill shall be an exercise in school management for principal and teachers. The chief purpose of every drill is complete control of the class so that the teacher will form its ranks quickly and silently, may halt it, turn it, or direct it as desired. Great stress shall be laid upon the execution of each drill in brisk, quiet, and orderly manner. Running should be prohibited. In case there are pupils incapable of holding their places in a line moving at a reasonable speed, provisions should be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march.

h. Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills. They shall be instructed to hold open doors in the line of march and assist in every practical manner to create an orderly and perfect drill. There shall be at least two substitutes for each appointment so as to provide for proper performance in case of absence of the regular monitors. The searching of toilet or other rooms shall be the duty of the teachers or other members of the staff. If the teachers are to do the searching, it should be done after they have joined their classes to the preceding lines. If, for any reason, a line becomes blocked, some of the pupils should be countermarched to another exit in order to prevent panic conditions arising as a result of inactivity.

i. It shall be the duty of the principals and teachers to inspect all exit facilities daily in order to make sure that all stairways, doors and other exits are in proper condition. Particular attention should be given to keeping all doors unlocked, having doors closed which serve to protect the safety of paths of egress (such as doors on stairway enclosures) and under no conditions blocked open, keeping outside stairs and fire escapes free from all obstructions, allowing no accumulation of materials of any kind outside exit doors which might prevent the opening of the door or interfere with rapid escape from the building.

Each principal will familiarize himself with the provisions of the above sections and take the necessary measures for strict

compliance. Each building where pupils gather, and each hour of the pupil day, must be included in plans.

Talking or horseplay during a fire exit drill will not be permitted. Any pupil carrying pencil, pen, ruler, or other object of a similar nature with him during a fire exit drill creates a very real hazard if he should trip and fall during the drill. Principals and teachers will discuss this hazard with pupils and establish controls to prevent it.

In elementary schools the roll must be called immediately on leaving the building to check on missing children, and the names of any pupils unaccounted for are to be reported to the firemen. Changes in methods of accounting for missing pupils may be made in the secondary schools. The principals of the secondary schools will be responsible for devising a workable plan for clearing their buildings of all pupils. Any condition likely to interfere with the safe exit should be reported at once to the appropriate authorities.

2. Fire Prevention in School Shops. The following instructions should be **STRICTLY FOLLOWED** to prevent fire:

a. All paints, oils, varnish remover, shellac, gasoline, and similar materials will be kept in **METAL CONTAINERS** that have **CLOSE FITTING COVERS**, and stored in the special paint storage shed provided for this purpose. Teachers of shop work will be responsible for seeing that an unnecessarily large stock of paint is not allowed to accumulate in the shop.

b. Alcohol will be kept in closed metal containers under lock and issued to students as needed for their work. Any surplus from work will be poured out on the ground or into the sink.

c. New waste will be kept in a bag, ordinarily the container in which it is received, in an open place. **ALL USED WASTE** must be placed in a metal container with the top open to the air. This container (a zinc pail will suffice) must be kept away from paint materials and other inflammable substances, and the janitor must dispose of this used waste at the end of each day by removing it from the school building and placing it in a garbage can at some distance from the building.

d. Shavings must be swept up by the janitor twice daily at the noon hour, and before leaving the building at night. Shavings must be placed in a container away from the building. Once each week the janitor must dust with a counter brush all places where dust has collected.

e. New lumber and scrap lumber should be kept in separate piles and neatly stacked. Shavings should not be allowed to accumulate in the scrap pile. To keep the scrap pile from becoming too large, it will be inspected once a month with excess being removed.

f. Teachers of shop work are held responsible for the strict observance by all concerned of the above rules.

3. Noncombustible Cleaning Materials. Mineral oils and transformer oils are not subject to spontaneous ignition and therefore only these oils should be used for oiling wooden floors. Principals should inspect janitors' supply rooms and general storerooms daily.

CHAPTER F3 - PROCEDURE FOR HANDLING REPORTS
OR SECRETED EXPLOSIVES

F3-1

1. Upon receipt of a telephone call reporting the secretion of an explosive device, the person receiving the call shall attempt to keep the caller on the telephone by questioning the time the bomb should explode, the bomb location, size, etc. Every effort will be made to keep the caller on the telephone while the telephone operator is alerted -- by another person using another telephone -- to trace the call. This other person shall also initiate action for the dispatching of police personnel to the scene. If the caller breaks the connection, the telephone on which the call was received shall be left off the hook until the operator has traced the call. Notes shall be taken on what is said and preserved as evidence for use if criminal proceedings are later instigated.

2. Responsibility for initial reporting action following receipt of a telephone call reporting secretion of an explosive device has been assigned as follows:

a. Calls received by Schools personnel:

The person receiving the call shall follow the procedure outlined in paragraph 1 and shall notify the following:

(1)	Police	Telephone	110
(2)	Fire	"	119
(3)	Explosive Ordnance Disposal Office (24-hour duty)	"	275-6104 275-6271
(4)	Superintendent or Deputy Superintendent of Schools		2-4242 or 2-3311

Following completion of notifications, Schools personnel will effect evacuation of the school building and await the arrival of the police.

b. Calls received by Police personnel:

The police employee receiving the call shall follow the procedure outlined in paragraph 1 and shall notify the following:

(1) District or Asst. District Police Commander

(2) Explosive Ordnance Disposal Office (see 2a above for telephone number)

CHAPTER F3 - PROCEDURE FOR HANDLING REPORTS
OF SECRETED EXPLOSIVES

(3) Fire

(4) For Postal and Schools buildings on military reservations, see paragraph 5 below.

3. At the scene of the alleged explosive secretion the senior police officer on the scene shall have overall responsibility for the investigation. To assist him in his mission, specific responsibilities have been assigned as follows:

a. The senior fire officer on the scene shall be responsible for the organization and direction of search operations.

b. The explosive ordnance disposal officer shall be responsible for removal, disarming, and if necessary, disposal of the explosive device. He shall be guided, insofar as safety permits, by instructions from the senior police officer on the scene relating to maintenance of the chain of evidence in the event prosecution is initiated at a later date.

c. Police personnel shall be responsible for:

(1) Evacuating people from building a minimum of 150 yard radius from area of bomb. (Evacuation radius will vary by weight of bombs, and should be based on opinion of bomb disposal personnel).

(2) Setting up security lines to prevent unauthorized persons from entering bomb area.

(3) Maintaining traffic and crowd control.

(4) Setting up evacuation routes from the bomb area and providing escorts for the bomb truck to disposal area.

(5) Providing protection to the public and to property.

(6) Providing police personnel, trained in recognition of bombs, to participate in search parties.

(7) Alerting medical authorities for treatment of injured.

(8) Alerting Transportation, Maintenance, and Electrical Division personnel in the event the following services are needed:

- (a) Buses for evacuation of bomb area.
- (b) Utilities turned off.
- (c) Standby crews and equipment for emergency construction work.

4. Search parties need not be specially trained disposal personnel, however they should have a sufficient orientation to recognize either an open or a disguised bomb. They should understand thoroughly that qualified personnel only should examine or handle the bomb. In searching a building, a floor plan and custodial personnel should be made available to the senior fire officer on the scene to familiarize the searchers with the physical layout of the building. Custodial personnel and other occupants may identify strange objects and provide entry to locked areas. Careful supervision of search personnel must be exercised to insure complete coverage. In large buildings a headquarters with a telephone available should be established and progress reports of the search should be maintained. Radios shall not be used for communications within the bomb area; instead, a runner system shall be established to carry messages between the search parties and headquarters. A continual log and record -- from the time of initial report until the device is destroyed or until the report is disproved -- shall be kept for future reference.

5. Reports of alleged explosive devices secreted in Postal and Schools buildings on military reservations shall also be investigated by the Canal Zone Police. In such cases, the notifications and investigative procedures shall be as herein prescribed, except that the Military Police desk sergeant (277-8921) will be advised of the report by the Canal Zone Police and requested to furnish military policemen to assist in evacuation, crowd control and escort duties.

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CHAPTER F4 - FLAGS
UNITED STATES AND REPUBLIC OF PANAMA

F4-1

1. The custodian of each public building in the Canal Zone which flies United States and Republic of Panama flags from or near the buildings is responsible for the proper treatment and storage of the flags. The flags must be treated with respect and protected against injury and abuse at all times.

2. The Aide to the Governor (Protocol Officer) is responsible for disseminating information for compliance with the regulations regarding flying flags on special days or flying flags at half staff.

3. When Flags are to be Flown.

a. The Panama Canal Company-Canal Zone Government hours for displaying the flag are from 7:00 a.m. to 5:00 p.m.

b. The flags are to be flown on all school days.

c. The principal will make arrangements to have the flags raised and lowered by ROTC units, pupils, or janitors, as appears most feasible.

4. Care and Treatment of the Flags. All personnel entrusted with the flags are to observe the following rules concerning the care and treatment of the flags:

a. Permit no disrespect to be shown the flags at any time.

b. Place no other flags, pennants, or any object or emblem of any kind above either flag.

c. Prevent the flags from touching the ground or floor and from trailing in water.

d. Display and store the flags only in a manner which will prevent their being easily soiled or damaged.

e. If a flag or flags shall be used in a location other than the regular flagpoles, an appropriate manual should be consulted to make certain that the usage is in accordance with accepted custom.

5. Raising the Flags. The procedure to be followed in raising the flags is as follows:

a. Loosen the halyards.

CHAPTER F4 - FLAGS
UNITED STATES AND REPUBLIC OF PANAMA

b. Take each flag on the left arm so the two grommets in the corners of the flag are in sight and easily accessible.

c. Fasten the upper snap of the halyard in the top grommet, which is in the top corner of the flag nearest the "field" or blue area (U.S.) and the Panamanian flag has the blue star up.

d. Fasten the other snap in the lower grommet.

e. Raise both flags simultaneously, briskly, and smoothly to the top of the staff, being careful the flags do not drag over the window sill or touch the roof, ground, or floor, and being certain the flags are right-side up.

f. When the flags have been raised to the top of the staff, fasten the halyards securely to the cleat or other device provided for that purpose.

6. Lowering the Flag. The procedure to be followed in lowering the flag is as follows:

a. Unfasten the halyards and lower the flags slowly, simultaneously, catching them on the left arm.

b. When the flags are down, remove the lower snap, then the upper snap, from the grommets and fasten the snaps to the staff.

c. If the flags are dry, fold or roll them carefully and put them in storage.

d. If the flags are wet, hang out carefully to dry in a private protected location, and when dry fold or roll carefully and put in storage.

7. Half-staffing the Flags. The procedure to be followed in half-staffing the flags is as follows:

a. Hoist the flags to the peak of the staff.

b. Lower the flags slowly to half staff. Half staff is half the distance between the top and bottom of the staff.

c. In lowering the flags from half staff at the close of the day, raise to the peak, then lower slowly to the bottom of the staff.

CHAPTER F4 - FLAGS
UNITED STATES AND REPUBLIC OF PANAMA

F4-3

8. Occasions on Which the Flags are to be Flown at Half Staff. Whenever the President of the United States or the Governor of the Canal Zone so directs.

9. Disposal of Flag. When a flag is in such condition that it is no longer a fitting emblem for display, it should not be cast aside or used in any way that might be viewed as disrespectful to the national colors. Flags will be turned over to the district police station for proper disposal.

10. During the ceremony of hoisting or lowering the flag, or when the flag is passing in a parade or in a review, all persons present should face the flag, stand at attention, and salute. Those present in uniform should render the military salute. When not in uniform, men should remove the headdress with the right hand holding it at the left shoulder, the hand being over the heart. Men without hats should salute in the same manner. Aliens should stand at attention. Women should salute by placing the right hand over the heart. The salute to the flag in the moving column should be rendered at the moment the flag passes.

11. When either or both the national anthems of the United States and the Republic of Panama are played and the flag is not displayed, all present should stand and face toward the music. Those in uniform should salute at the first note of the anthem, retaining this position until the last note. All others should stand at attention, men removing the headdress. When the flag is displayed, all present should face the flag and salute.

12. The Pledge of Allegiance to the Flag of the United States as amended by the Senate and House of Representatives of the United States reads as follows:

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Such pledge should be rendered by students while standing with the right hand over the heart. The pledge should be rendered at least once a week during the homeroom period. Adults show respect to the flag when the pledge is given by merely standing at attention, men removing the headdress.

CHAPTER F4 - FLAGS
UNITED STATES AND REPUBLIC OF PANAMA

13. The Pledge of Allegiance will be recited as follows:

a. In all school assemblies in U.S. elementary and U.S. secondary schools, except where inappropriate by nature of the assembly, but may be omitted when the U.S. National Anthem is played or sung if time does not permit both the Pledge and the Anthem.

b. Daily in each classroom in the U.S. elementary schools.

c. At the discretion of the homeroom teacher but not less than once weekly in each U.S. secondary school homeroom.

d. At Canal Zone College whenever deemed appropriate, with due regard for the binational nature of the student body.

14. Whenever the Pledge of Allegiance is recited no student who is not a United States citizen will be encouraged to recite the Pledge. Also, any United States citizen student who, for religious or other reasons, does not wish to recite the Pledge will be excused from so doing without undue notice being taken of the matter. Students who do not recite the Pledge will stand respectfully during the recitation.

15. Pupils in both elementary and secondary schools will, each year as a part of their English instruction, be caused to demonstrate their ability to write correctly from memory the Pledge of Allegiance to the Flag of the United States of America and the verses of the National Anthem of the United States of America ("The Star Spangled Banner"). This can be considered an exercise in reading, spelling, handwriting, and/or oral expression as appropriate.

16. The National Anthem of the United States of America will be played at school assemblies and public performances by school groups except when obviously inappropriate. "Live" music for the Anthem will be provided whenever an orchestra, band, or other music group is available; otherwise, a recording will be used. Both recording and reproduction equipment should be checked before each performance, and spare records or tapes and equipment should be available for use as needed. Whenever feasible the Anthem should be sung by both performers and audience. To have proper singing of the Anthem the school should provide someone to lead the singing.

1. School Health Services for Canal Zone Schools are provided by the Public Health Division through the services of a full-time school physician, a part-time school dentist and a staff of part-time and full-time school nurses. Services rendered fall into four categories:

- a. Providing and arranging acute care for children who are injured or become ill while at school.
- b. Carrying out health screening programs.
- c. Maintaining a safe and healthful school environment.
- d. Involvement in health education.

2. Health Records.

a. A Student Health Record for each enrollee in the Canal Zone schools is maintained in a locked file in the clinic of the school attended by the student. The record is begun by the school secretarial staff at the time of initial enrollment in the school system. The health record accompanies the academic record whenever a student changes from one grade to another or one school to another either during the school year or during vacation between school years. Health records should be transferred freely to and from St. Mary's School on request of the secretarial or health staff. Teachers, counselors, coaches, special education staff and administrative staff have free access to the health record in the clinic or school office through the nurse or school secretary. At the beginning of the school year, the health record goes directly to the school clinic. The Health Record is filed with the student's academic record upon graduation or transfer from Canal Zone schools.

b. A Parental Consent form for Tuberculin skin testing and health evaluation by the school physician must be completed by the parents at the time of student registration each year and with initial enrollment.

c. A brief, medical history form for each student should be completed by the parents at the time of initial enrollment.

d. All history forms, medical correspondence, consent forms and other health related materials should remain in the Student Health Record folder at all times.

3. Health Problem List.

Each year the school nurse will make a list of students in each school who have significant health problems which could interfere with classroom or PE activities. The list will include students

needing preferential seating for visual or hearing handicaps. If a health problem is severe or could upset other students (i.e. diabetes or epilepsy) the nurse will hold a conference with each of the student's teachers.

3. Class Lists and Program Cards.

As soon as class lists in the elementary schools and homeroom lists in secondary schools are completed, a copy should be sent to the school nurse. The School Health copy of the secondary school student program cards should be made available to the school nurse as soon as possible at the start of the school year or after registration of new students.

4. Height and Weight

Some time during the first marking period each student enrolled in school should have height and weight measurement. Elementary students should be weighed either by the classroom teacher or the physical education staff and an alphabetized class list sent to the nurse with height and weight recorded. Secondary school students should be weighed and measured by the physical education or ROTC staff.

5. Illness and Accidents.

a. Emergencies

(1) Several members of the school staff such as a secretary, counselor or PE instructor should be designated by the principal to deal with illnesses or accidents in the absence of the school nurse. Training and support of this first aid group is the responsibility of the school nurse. The nurse will be available at all times for consultation concerning illness or accidents.

(2) Ambulance service to the hospital is provided free of charge to all students enrolled in schools in the Canal Zone. The ambulance can be ordered by calling Gorgas Hospital (52-2300) or Coco Solo Hospital (43-1211). When calling for the ambulance, be specific about the injury or illness, give the name and location of the student requiring care and give a brief description of the student's injury or illness. State the exact medical requirements: ambulance only, ambulance and attendant, ambulance and nurse or physician.

(3) Parents should be informed as soon as possible in case of illness or accident. In non-urgent cases, the parents are expected to pick up the student at school and arrange for the student's care. If it is thought a student needs immediate care, do not waste time trying to reach the parents. Send the child to the hospital; then call the parents.

(4) A significant number of students in the Canal Zone schools are extremely allergic to bee sting. Since serious illness and even death can occur rapidly in such children following a sting, each school is supplied with emergency medication for bee-sting sensitive students. The bee-sting emergency kit should be kept readily accessible to the office and unlocked. The nurse is responsible for maintaining the needed medications and instructing several other staff members how to give the medicines when she is not at school. All bee-sting sensitive children should be referred to the school physician who will recommend desensitization to the parents.

b. Illness and Minor Injury.

Students who become ill at school should be sent home in case of severe headache, vomiting, fever over 100° or suspicion of a communicable disease. In case of mild headache, nausea or just feeling bad, a student may rest in the clinic for an hour or so. If after that time there is not clear improvement, the student should be sent home. No student should be allowed to go home without the consent of a parent or guardian. Students in ninth grade and above may return home alone if the parents consent but younger children should not go home unless a parent or an adult designated by the parents as responsible for the child is present in the house.

c. Communicable Diseases.

(1) If a child is suspected of having a communicable disease such as mumps, measles or chickenpox, he or she should be isolated from other students and sent home. The student may return to school when it is determined the illness was not a communicable disease or after the illness is no longer contagious. When there is a question, the period of communicability shall be determined by the school nurse according to the current edition of "Control of Communicable Diseases in Man."

(2) Streptococcal sore throat is highly infectious and students with painful, raw red throats should be excluded from school until treated with an appropriate antibiotic or until a bacterial culture is negative. Students who feel well and are free of fever may return to school 24 hours after receiving appropriate oral or injected antibiotics.

(3) Scarlet Fever is an infection by one strain of the *Streptococcus* microbe and should be considered the same as any other Streptococcal infection.

(4) Impetigo is a highly contagious skin infection characterized by sores ranging from blisters to dried crusts. Children

may attend school even though sores are present 24 hours after anti-biotic treatment has started. If the impetigo is treated by local therapy (ointments and soaks) the skin must be free of all sores and crusts before the student returns to school.

(5) Children having Head Lice should be excluded from school until 24 hours after treatment with an appropriate prescribed insecticidal shampoo. If an outbreak of head lice occurs in a school, the nurse will help the classroom teacher check for head lice and the children in that class should be checked weekly until no infested student has been found for two weeks. When lice are found in a school, all teachers should stress general cleanliness and discuss the danger of exchanging caps, combs and clothing. No treatment for lice is 100% effective, so occasional failure to eradicate lice with one course of treatment should be expected.

(6) Infectious Hepatitis requires contact through foods, drink or eating utensils for spread from person to person. Most cases of hepatitis will not require any protective measures for others in the classroom but each case should be evaluated by the school physician.

6. Athletic Health Program.

a. Varsity Sports

(1) A physical examination is required once each school year for students participating in varsity, interscholastic, athletics. The physical examination must be completed before a student is allowed to attend any practice of the first sport in which he or she participates during the school year. The varsity athletics "Parental Approval-Physical Examination," Form 955, lists four categories of sports according to level of physical stress. A student may only participate in sports checked by the examining physician. Any limitations or special requirements such as ankle taping, knee braces or no deep knee bends will be listed for the coaching staff by the examining physician. If referral for evaluation by a specialist is indicated, consultation will be arranged by the school physician.

(2) The "Parental Approval-Physical Examination," Form 955, must be completed by the parents and returned to the school nurse before a physical examination will be done. After the physician has completed Form 955 it will be filed by grade and alphabetically in the physical education office of each school until the end of the academic year. These parental consent and physical examination forms are legal documents and must be maintained as evidence of parental consent and physical fitness for interscholastic athletics.

(3) Notices and publicity about physical examinations are the responsibility of the coaching staff.

(4) A physician will be present at all football games. The physician will check with both coaches before the game and after the game. No student who becomes unconscious because of a blow to the head will return to play in the game in which he was injured. Medical coverage of other athletic events must be arranged with the school physician.

b. Intramural Sports and Physical Education.

A physical examination is not required for participation in intramural sports or the physical education program but a health evaluation of all students is made at the time of initial enrollment in the Canal Zone Schools. Each year parents complete a "School Health Parental Consent" form as part of registration. All students whose records indicate any disability have a Health Appraisal done by the school nurse. If any aspect of the Health Appraisal is worrisome the student will be evaluated by the school physician before continuing in physical education or intramural sports.

c. Elementary School Physical Education Events.

Children taking part in the yearly elementary schools track meet and other school sponsored sports events should be evaluated by the school nurse.

7. Physical Examination, Health Evaluation and Consultation.

a. Consultation with the school physician regarding health problems can be arranged through the school nurse or by calling the school physician at 52-3529.

b. Vision screening is done yearly for all students in Canal Zone schools.

c. Hearing evaluation is done for all first grade students; kindergarten and transfer students with a history of hearing loss, ear aches or multiple allergies; and students referred by teachers or parents for suspected hearing loss. Students having decreased acuity will have yearly audiometry until the school physician decides the hearing problem is stable.

d. Tuberculosis surveillance through skin testing and chest X-rays is done yearly for all students in Canal Zone schools. Guidelines for the tuberculosis prevention program are altered each year as new data is available.

(1) Health Bureau Policy Memorandum 46 establishes compulsory Tuberculin skin test or X-ray proof of freedom from active tuberculosis for all adults coming into frequent contact with students

at school. Acceptable evidence from freedom from tuberculosis for Schools Division personnel may be: (a) a negative skin test done at school by the school nurse; (b) a negative X-ray taken at Gorgas or Coco Solo Hospital; (c) a report of a negative skin test or X-ray signed by a licensed physician in the United States, a Canal Zone clinic, or a military dispensary. The school nurse will keep records regarding teachers in her school but persuading delinquent teachers is the responsibility of the school administration.

(2) Bus driver, janitor and food handler tuberculosis surveillance is done directly by the school physician.

e. A Dental Inspection is done yearly for all students in Canal Zone schools.

8. Medications.

a. No medications are dispensed at school except for true emergencies, such as bee-sting allergy, without parental consent. Students needing to take medicine during school hours should bring a note from their parents stating when and how the medicine is to be taken. Any medicine kept at school must be in a container with the original label still attached indicating the name of the student (patient), name of the medication, directions for use, the physician's name and the date. The medicine will be kept in a locked cabinet in the school clinic where the student may come to take it as directed under the observation and supervision of the nurse, principal or a designee of the principal. The principal's designee must be selected beforehand and registered with the School Physician before being allowed access to the locked medicine cabinet. Medicines being taken for only a few days by secondary school students need not be checked in at the clinic provided a limited amount of the medicine is carried.

b. A log book should be maintained for Ritalin, Dexedrine and Benzedrine which are classified as Schedule II pharmaceuticals by the Bureau of Narcotics and Dangerous Drugs. The record should include the student's name, the name of the medication and the dosage. Each time the student takes the medication, the nurse, principal or principal's designee will note the date and time and then initial the record.

c. Students requiring injected medication will be dealt with on a case by case basis by the School Physician.

9. Vaccinations and Innoculations.

No immunizations are required for attendance at Canal Zone schools and none are performed by the school health staff except under exceptional circumstances to check or prevent an epidemic of a communicable disease. Immunizations are available at Canal Zone

Community Health Centers for tuition students from the Republic of Panama who attend school in the Canal Zone.

10. Supplies.

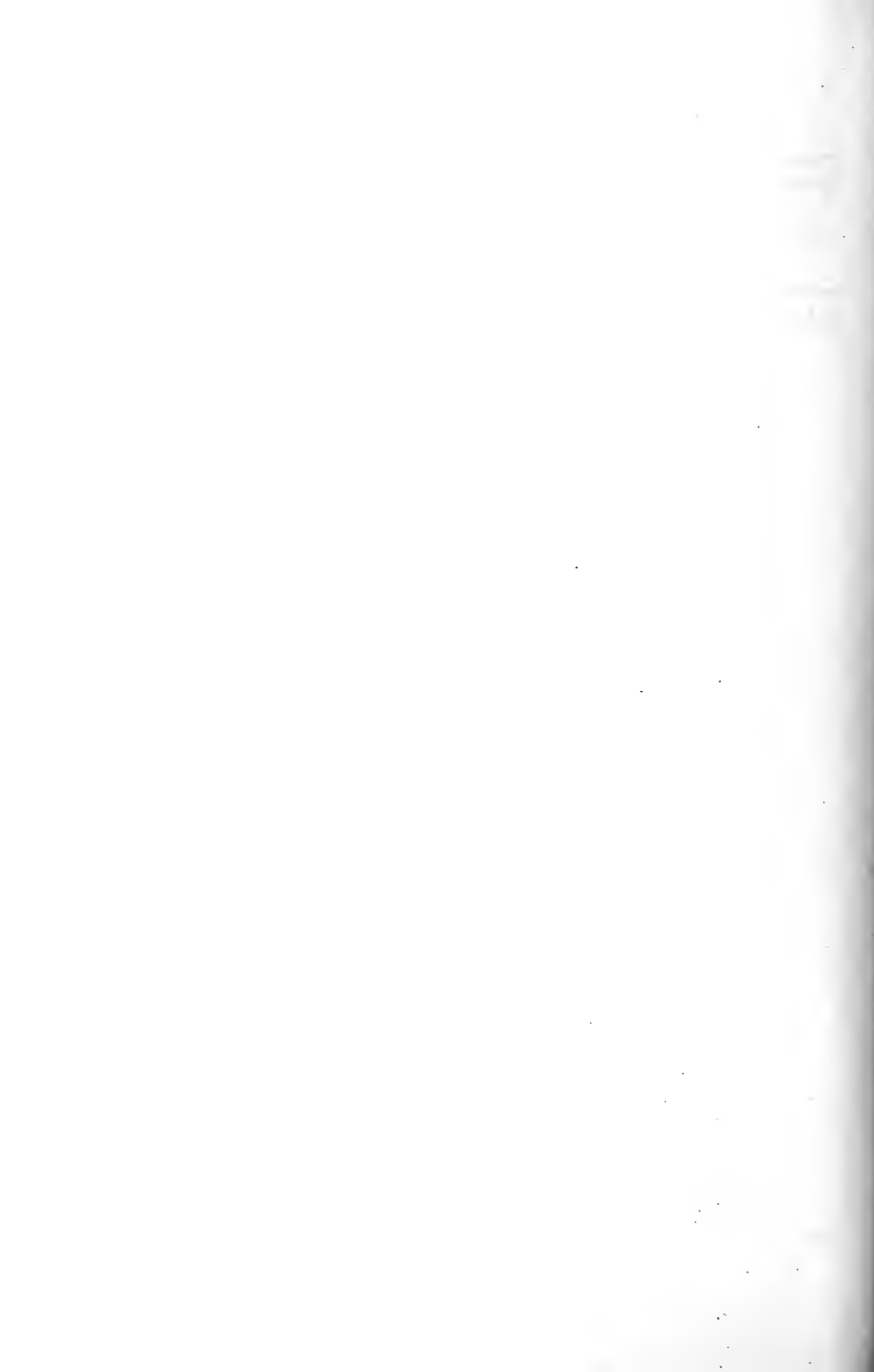
The following division of responsibility is in effect between the Health Bureau and Schools Division for purchase of supplies and upkeep of the school/clinics:

(1) Schools Division

- (a) Alteration of physical plant
- (b) Desks and chairs
- (c) Cots
- (d) Janitorial Service

(2) Health Bureau

- (a) Bandages, medicines and other consumables
- (b) Refrigerators
- (c) Medicine cabinets and examining tables
- (d) Medical equipment, i.e. blood pressure cuffs, stethoscopes, etc.



CHAPTER II - INFORMATION AND ASSISTANCE,
REQUESTS FOR

II-1

1. The staff of the Division of Schools office is available to provide information and assistance to the teaching and administrative staffs of the schools.

2. Requests for information not available within the school may be made by the principal (or by the assistant principal acting for the principal) to the proper officer in the Schools Division. Where deemed desirable the principal may authorize a teacher or clerical personnel to call directly regarding a specific item or matter of information.

3. Any request by telephone for action or assistance (as distinguished from information) should be followed by a memorandum confirming the request, sent through the assistant superintendent.

4. Following are the persons in the Schools Division to whom calls on particular matters should be addressed:

Admission regulations	Superintendent of Schools
Administrative problems	Assistant Superintendent
Athletics	Supervisor of Phys. Ed. & Athletics
Attendance procedures	Assistant Superintendent
Audio-Visual equipment or supplies	Audio-Visual Specialist
Bus problems and routes	Assistant Superintendent
Contests	Assistant Superintendent
Curriculum problems	Coordinator of Curriculum
Disciplinary problems	Assistant Superintendent
Eligibility for enrollment	Superintendent of Schools
Emergency leave to U.S.	Assistant Superintendent
Emergency leave, local	Assistant Superintendent (in absence of Principal)
Equipment	Assistant Superintendent
Filing procedures	Administrative Assistant
Forms	Procurement Clerk
Furniture Pool items	Deputy Superintendent
Handicapped children	Coordinator, Special Education
Health instruction	Supervisor, Phys. Ed. & Athletics
Homebound instruction	Coordinator, Special Education
In-service training	Coordinator of Curriculum
Leave	Assistant Superintendent
Library books & magazines	Deputy Superintendent
Medical referrals	Coordinator, Special Education
Mentally retarded children	Coordinator, Special Education
Music	Music Supervisor
Panama Canal Information	Telephone 2-1492

CHAPTER II - INFORMATION AND ASSISTANCE,
REQUESTS FOR

Payroll information	Personnel Clerk
Physical Education	Supervisor, Phys. Ed. & Athletics
Procurement:	
Items requested but not yet ordered	Assistant Superintendent
Items ordered but not yet received	Assistant Superintendent
Professional books & magazines	Coordinator of Curriculum
Psychological examinations	Coordinator, Special Education
Remedial reading	Coordinator, Special Education
Repairs & renovations	Assistant Superintendent
Reports	Deputy Superintendent
Safety	Supervisor, Phys. Ed. & Athletics
School attendance zones	Assistant Superintendent
Special performances or events	Assistant Superintendent
Speech correction & therapy	Coordinator, Special Education
Student magazines (bulk subscriptions)	Supervisor of Instruction
Summer schools	Assistant Superintendent
Supplies, instructional	Assistant Superintendent
Supplies, maintenance	Assistant Superintendent
Supplies, student (free)	Assistant Superintendent
Testing, standardized and group	Coordinator of Curriculum
Testing, individual psychological	Coordinator, Special Education
Textbooks:	
Sample copies	Coordinator of Curriculum
Established adoptions	Supervisor of Instruction
Teachers' editions	Coordinator of Curriculum
Teacher recruitment and processing	Assistant Superintendent
Tuition	Superintendent of Schools

1. The following instructions for the issue and control of keys affecting the security of Panama Canal Company-Canal Zone Government installations, buildings, and major, vital or expensive items of equipment or stocks of materials will be observed by all units and employees.

2. Accountability. Each unit administrator will designate a KEY CONTROL SUPERVISOR (and such assistants as may operationally be required) by name and position title. The Key Control Supervisor will be accountable for the assignment, safeguarding and disposal of all keys in his unit. He will perform this function as a part of his regularly assigned duties. At the end of the school year such unit administrator will submit to the appropriate assistant superintendent a memorandum certifying that all keys in his custody are accounted for.

a. The Key Control Supervisor will ensure that access to keys is limited to employees requiring the use of keys to accomplish their duties. He will obtain a receipt for each key issued. Use of a signature register book is suggested in those instances where several people must utilize the same key or where the same key is frequently reissued to several people.

b. All master keys, spares, and duplicates in each division or comparable unit of the Panama Canal Company-Canal Zone Government are to be safeguarded under the administration of the unit Key Control Supervisor. They shall be locked in a secure, permanent repository, accessible only to the Key Control Supervisor or designated assistants.

c. Loss of keys or locks must be reported immediately to the Key Control Supervisor, who will initiate action to have them replaced.

4. Unit Accessibility. Each unit administrator will furnish the Superintendent of Schools keys which will provide access to all unit buildings and access to the master key cabinet for the unit for emergency use.

1. In accordance with instructions from the Canal Zone Postal Division, the following procedure should be used in handling undeliverable mail.

- a. Draw a line through the address.
- b. Write on the envelope
 - (1) "Undeliverable - deceased"
 - (2) "Undeliverable - address unknown"
 - (3) "Undeliverable - forward to (give address)"
- c. Return the mail to the post office.

2. Depending on the class of the mail, the post office will then take steps to forward the mail, notify the sender of the status of the addressee, or dispose of the mail.

3. If the above procedure is followed, the amount of mail received for teachers who have resigned or retired will soon be reduced very much. This, in turn, will reduce work for both the school and the post office.

4. Most undeliverable mail being received at schools comes from book publishers or other commercial concerns. In addition to returning mail to the post office, school officials may wish to notify the senders of mail that persons are no longer at the school. This can be done either by letter or by cards obtainable from the post office.

5. The above refers only to mail sent to the person in his official capacity. Personal mail is, of course, addressed to the individual at his post office and the post office already has a forwarding address on file to handle this.

1. Age of Admission.

a. U.S. Schools. The age of kindergarten and first grade children should be verified and no child whose fifth birthday occurs after December first of the current school year should be entered in kindergarten or whose sixth birthday occurs after December first be entered in grade one. If in doubt concerning the correctness of age, it should be clearly indicated to parents that enrollment is conditional until birth certificates are provided. Indicate on enrollment blank in each case that parents did or did not present a birth certificate. Parents who do not have birth certificates or other proof of age should be asked to write for them immediately.

b. Latin American Schools. In order to be enrolled in kindergarten, a child must have reached five years of age on or before May first prior to the opening day of the school year. In order to be enrolled in grade one, a child must have reached six years of age on or before May first prior to the opening day of the school year.

2. Assignment of New Pupils to Canal Zone Schools. Pupils will be assigned to the grades to which they belong according to report cards. Each teacher should check very carefully the classification of her pupils and if any discrepancy arises the principal should be consulted before consultation with the parents. Pupils entering the Canal Zone schools for the first time should present themselves to the principal of the school for classification and admission.

3. New Tuition Pupils.

a. New tuition pupils are not to be admitted until authorization is received from the Superintendent of Schools.

b. Tuition pupils are accepted into the United States (English-language) schools only when (1) there is space available, (2) both the academic and conduct records in the previous school are satisfactory, and (3) proficiency in the English language is demonstrated by passing an examination.

c. Tuition pupils will be continued only so long as their academic and conduct records are satisfactory.

CHAPTER P1 - PUPIL ADMISSIONS, PROMOTIONS,
RETENTIONS AND PROBATIONS

4. Accrediting Elementary School Pupils. Full credit shall be given to elementary school pupils for work done in comparable schools; in every case, however, the final classification of the pupil shall be dependent upon the character of his work in the grade to which he has been assigned. Non-tuition elementary school pupils may be admitted by the principal at any time during the school year upon the presentation of credentials properly certified by other school officials. When a pupil is unable to present credentials, the principal may admit and classify him pending receipt of proper credentials from the school last attended.

5. Accrediting Secondary School Students. Students who have completed the work of the eighth grade are admitted to grade nine of a U.S. (English-language) school upon the presentation of a promotion card from the eighth grade or a recognized school, or upon the recommendation of a junior high school principal of the Canal Zone. Students entering under any other conditions are placed in the proper grade as determined by an evaluation of their transcripts by the principal of the school into which admission is requested.

a. Full credit is given for work done in other accredited schools. A student shall be admitted on his own statement, but shall not be credited with any work until his transcript has been sent to the Division of Schools by the officials of such school or schools.

b. In the Canal Zone secondary schools a credit represents a subject successfully carried for one semester of 18 weeks with five class periods per week. Credits for classification must be earned as follows:

From Grade 9 to Grade 10	6 credits
From Grade 10 to Grade 11	12 credits
From Grade 11 to Grade 12	23 credits
For Graduation	34 credits

c. Exception: Upon the recommendation of the Principal of Curundu Junior High School, students who have earned five credits in the ninth grade will be promoted to the tenth grade. Exceptions, to include retention of students who have earned five or more credits or promotion of students who have earned less than five credits, may be made by the Principal of Curundu Junior High School in consultation with the Principal of Balboa High School and with the concurrence of the Assistant Superintendent, U.S. Secondary Schools.

d. A student who has not earned at least 23 credits at the end of the eleventh grade will not be considered a candidate for graduation; however, exceptions may be made by the principal with the approval of the Assistant Superintendent, U.S. Secondary Schools.

6. Requirements for Graduation from U.S. High Schools

a. Regular Graduation

For regular graduation from a U.S. high school a student must complete a four year high school program earning a minimum of 34 high school credits. These must include:

(1) Eight credits in English and four credits in social studies. Of the four credits in social studies two must be in U.S. History.

(2) Completion of two majors, one of which will be English, and two minors, one of which may be social studies. (A major is a subject in which at least six credits have been earned and a minor one in which at least four credits have been earned.)

(3) Enrollment each year in physical education or ROTC. Exceptions to this requirement may be made by the principal for medical reasons and where other enrollment is deemed to be of special importance to the student or the school program.

(4) Attendance at a Canal Zone high school for a full semester of his senior year.

(5) The recommendation of his high school principal. Citizenship and cooperation will be considered in this recommendation.

Although there is no average-grade requirement for graduation, no student will be recommended for admission to college who has not earned at least a "C" average.

b. Early Graduation

For graduation in less than four years a student must complete a minimum of 37 high school credits.

CHAPTER P1 - PUPIL ADMISSIONS, PROMOTIONS,
RETENTIONS AND PROBATIONS

(1) He must meet all of the requirements in a. (1), (2), (3), and (5) above.

(2) He must have a grade point average of at least 2.50.

(3) He must have been enrolled in a Canal Zone high school for at least the two full semesters immediately preceding graduation.

c. Early College Entry

Many colleges in the United States and the Canal Zone College offer admission to outstanding high school students at the end of their junior year. For entry on this basis to a college in the United States a student must deal directly with the institution in which he is interested. For admission to the Canal Zone College before graduation from high school the following conditions must be met. The student must have:

(1) Completed 33 high school credits including two majors and two minors, and lack only English IV to complete high school graduation requirements.

(2) At least a 3.00 grade point average.

(3) A minimum S.A.T. composite score of 1100, a P.S.A.T. of 120, or a score of 25 on the A.C.T.

(4) Requested this privilege on an official form endorsed by his parent or guardian.

Final decision on the student's application shall be made by a screening committee composed of the College Dean, the high school principal, and the student's high school counselor.

Any student admitted to the College under this plan would pay full tuition and otherwise be expected to meet all requirements of a regular student at the College.

At the time of his early entry the high school will note on the student's transcript, "Transferred to the College as of _____ (date) _____." The student will be graduated from his high school with his regular class, or a later one, upon satisfactory completion of two semesters of full-time study at an accredited college.

7. Student Credit Load, U.S. High Schools

- a. No student shall be allowed to register for less than four or more than five subjects (exclusive of physical education or ROTC) without the permission of the principal.
- b. Any student taking five courses (exclusive of physical education or ROTC) who in the judgment of the principal fails to make satisfactory progress will be required to lighten his load to four subjects.
- c. A student who is enrolled in five courses (exclusive of physical education and ROTC) may drop one course without a grade penalty providing the course is dropped within the first six weeks. Any course dropped after the first six weeks of the semester will be recorded as an "F". The principal is authorized to make exceptions when the circumstances so warrant.

8. Pregnant Students Attending School

- a. Pregnant students will be counseled to withdraw from school for the semester (term) in which the birth of the child is anticipated. Should the student and the parent(s) decide not to withdraw, continued attendance at school will be dependent upon the student and one or both of the parents if the student is a minor-signing a "Release and Agreement" to indemnify the Government.
- b. The "Release and Agreement" to indemnify the Government is a document prepared by the General Counsel's Office of the Panama Canal Company/Government, copies of which are available at the school. This document will be executed in triplicate, the original remains at the school, a copy goes to the student/parents, and a copy is sent to the appropriate assistant superintendent.
- c. The school reserves the right to modify the schedule of the pregnant student in order to insure maximum safety and protection for the student. Such changes may be overridden by a statement from a doctor to the effect they are not necessary for the safety and protection of the student.
- d. Absences that occur because of the pregnancy will be dealt with under the rules, regulations, and procedures that govern absence from school.

CHAPTER P1 - PUPIL ADMISSIONS, PROMOTIONS,
RETENTIONS AND PROBATIONS

e. In cases where the student does withdraw home teaching may be provided, under applicable regulations and policies, to allow for opportunity to complete courses already started for the semester.

f. The school principal is to be present when the Release and Agreement to indemnify the Government is signed by the student and parent(s).

g. The new enrollment of a pregnant student will be governed by these stipulations in this section as well as those dealing with enrollment of students in Canal Zone Schools.

9. Graduation from L.A. High Schools

For graduation from an L.A. high school a student shall:

a. Complete one of the prescribed programs - College Preparatory, Commercial, Technical or General.

b. Have been enrolled in a Canal Zone L.A. high school for at least one semester of the twelfth grade.

c. Have the recommendation of his high school principal. Citizenship and cooperation will be considered in this recommendation.

10. Accrediting Canal Zone College Students

a. Admission requirements.

(1) Applicants must be bona fide residents of the Canal Zone or Panama.

(2) All applicants for full-time enrollment at the Canal Zone College will be required to take the Scholastic Aptitude Test or the American College Test. The minimum scores for full-time admission will be a combined SAT score of 730 with neither the English nor mathematics score below 320 or a minimum score of 12 on each part of the ACT with a composite score of 16.

(3) All applicants must submit a transcript showing graduation from high school.

(4) Applicants who have not graduated from high school also may be admitted under certain conditions.

(a) Applicants may be admitted on the basis of a high school equivalency certificate issued by a high school or a State department of education.

(b) Applicants may be admitted on the basis of a GED high school test with the following scores: an average score of 45 on all five tests and 40 or better on each of the five.

(c) Any applicants unable to meet either of the above conditions may enroll provisionally on a part-time basis.

b. Academic standing.

General regulations regarding graduation, academic standing probation, suspension, readmission, transfer admission, transfer credit, and credit by examination are listed in the current Canal Zone College catalog.

11. High School Students and College Classes

a. Academic Year Classes

In exceptional cases students who are regularly enrolled in Canal Zone senior high schools may be admitted to regular, extension or evening classes conducted by the Canal Zone College. This privilege shall be extended only to high school sophomores, juniors, and seniors upon request by the parent, recommendation by the high school principal, and approval by the Dean of the College. Such recommendations by the principal should be in writing and should state the reasons why it is considered desirable for the student to take a college level course. High school students who are admitted to courses at the College must pay regular tuition fees and meet all other requirements made of regular College students.

b. Summer School Classes

Certain summer school classes at the College may be opened to capable high school students who have completed their sophomore or junior year. The following provisions shall apply:

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(1) To be eligible for this program the student must have completed at least the tenth grade, have at least a grade point average of "B", present a request from the parent, have the recommendation of his high school principal, and the approval of the Dean of the Canal Zone College.

(2) Courses so taken will not substitute for courses already scheduled for the student's eleventh or twelfth grade year.

(3) Having met the eligibility requirements stated above the student will pay tuition and complete his enrollment as if he were a regular student of the College. The student will receive credit as a non-matriculated student.

(4) Other high school students may be allowed by the principal and the dean to enroll in college courses not available during the vacation at the high school when such courses are needed to meet graduation requirements.

12. Evaluation of Educational Experiences of Military Personnel.

a. The Canal Zone high schools grant credit toward a diploma for:

- (1) United States Armed Forces Institute courses,
- (2) United States Armed Forces Institute subject examinations,
- (3) High school courses offered through USAFI by cooperating colleges and universities: credit upon transfer from the school offering the course,
- (4) Marine Corps Institute courses,
- (5) Coast Guard Institute courses,
- (6) Basic or recruit training: accepted in lieu of required courses in health and physical education,
- (7) Service school training.

b. Policy for issuance of high school certificates based on GED test results: Civil Affairs Bureau, Division of Schools, issues a "Certificate of High School Equivalency" to U.S. citizen residents of the Canal Zone or Republic of Panama, or alien members of the U.S.

Armed Forces or veterans thereof, or Canal Zone resident alien dependents of U.S. citizens, who have not completed high school provided they meet the following requirements:

(1) Minimum test scores: A standard score of 40 on each of the five tests and an average standard score of 45 on all five tests.

(2) Minimum age:

(a) Issuance of certificate: 19.

(b) Admission to take tests: 19.

(3) Residence: Resident of Canal Zone or Republic of Panama.

(4) Previous high school enrollment: Unless one Carnegie unit has been earned in United States history, proficiency must be demonstrated by a subject-matter test or by completion of a course at Canal Zone College.

(5) Method of applying:

(a) Application forms are obtainable from Canal Zone College, Box 3009, Balboa, Canal Zone.

(b) Test scores are accepted as official only when reported directly by Official GED Centers, the United States Armed Forces Institute; directors of Veteran Administration hospitals; and in special cases by the GED Testing Service.

(6) Fee:

(a) Testing at Official GED Centers: \$7.50 payable at time of application. Fee includes issuance of a "Certificate of High School Equivalency" to successful candidates. Testing fee is non-refundable.

(b) \$2.00 per test for retesting.

(c) \$2.00 for issuance of a duplicate certificate

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(d) \$2.00 for issuance of a certificate based on tests completed through USAFI or at another Official GED Center.

High schools may not issue diplomas or certificates based on GED test results.

13. Restrictions on Admissions.

a. Postgraduate students are not admitted to the Canal Zone high schools.

b. Special students may be admitted upon the approval of the Assistant Superintendent for U.S. Secondary Schools.

14. Special promotions of more than one elementary school grade, demotions, and retentions will be determined jointly by the principal and teacher. A careful analysis will be made of the child's age, achievement, mental maturity, physical development, social maturity, and emotional maturity by the two persons named above, under the leadership of the principal, before a decision is made and the parents are called for conference. In cases involving double promotions into the junior high school, the junior high school principal shall be consulted also before a final decision is made.

15. Retention and Promotion, Grades 1-6. In accordance with regular policy, any pupil who is overage for grade or has remained two years in a grade and is still doing unsatisfactory work should nevertheless be advanced and should receive a report card marked "Assigned to Grade ____" to distinguish him from the pupil who has done satisfactory work and is "Promoted to Grade ____." Pupils who, after careful consideration by teacher and principal, are to be kept in a grade are "Retained"; if there is doubt, they may be given a "Trial." The disposition of all pupils should be carefully indicated on report cards, on individual record sheets, on the files, and in the Teachers' Annual Classification Records.

16. Conditional Promotion, Retention, and Assignment Policy, Junior High Schools. A student in grade 7 or 8 will be given a conditional promotion if he fails one major subject. If the student fails two or more major subjects, he will be retained. Major subjects for grade 7 are English, Science, Social Studies, Mathematics, and Spanish. Major subjects for grade 8 are English, Science, Social Studies, Mathematics, Spanish, Home Economics, and Industrial Arts. A student should be assigned to the next higher grade if he is "overage" (each case considered individually) or if

he has been in the same grade for a period of two school years.

17. Probation, Grades 7-12. Any student who fails in two or more major subjects during any marking period may be placed on probation. The parent of a student thus placed on probation shall be duly notified by the principal as to the cause of such action.

1. General.

a. The Division of Schools recognizes and stresses the importance of regular attendance in school. All members of the schools' staff are expected to make every effort to encourage maximum attendance of their students.

b. The absence of a student from school will be excused when so requested by the parent or guardian.

c. Absence without the permission of the school or the parent will be unexcused. Absences resulting from suspension from school will be unexcused.

d. Students are expected to consult with their teachers and complete the make-up work as assigned after an excused absence.

e. Generally, work may not be made-up for credit when missed as a result of an unexcused absence. If the assignment for the day covered a longer period than the unexcused absence, such as a unit examination, the student will be permitted to make it up. In all cases the teacher shall have the right to allow the student to make-up any work he, the teacher, considers necessary.

f. School or class missed as a result of school-connected activities will not be considered as, or marked as, absence. The student will be marked present and permitted to make up all work.

g. All school personnel are directed to instill habits of punctuality in the students in their charge.

2. Attendance Policy in U.S. Citizen Secondary Schools

a. The responsibility for regular attendance at school and in class is shared by the school, the parents, and the student.

(1) It is the responsibility of the parent to make every necessary effort to insure the maximum attendance in school of his child.

(2) It is the responsibility of the student to report to school and class unless excused by his parent or the school and to stay at school and in class until dismissed by the school.

(3) It is the responsibility of the school to make all reasonable efforts to inform the parents of absences from school by the students. This should be done by mail or telephone.

b. In order to receive credit in a course in the U.S. Secondary Schools a student must be present at least 85% of the class periods. Absence in excess of 15% of the periods, whether resulting from late enrollment (except in cases in which the student was enrolled in a different school and transferred into the Canal Zone school), absences for any reason, excused or unexcused, while enrolled, early withdrawal, or a combination of these factors, will result in the course being marked "No Credit" on the student's permanent record.

c. Parents of students who feel the circumstances of their case are exceptional enough to justify an exception to the policy stated in b. (above) must file a written appeal to the principal asking that the credit be reinstated and giving the reasons justifying the request. The principal, after examining the circumstances, facts, and evidence, and after consulting with all persons he feels can assist him in reaching his decision, will issue a ruling, in writing, within a reasonable time.

3. Attendance Procedures, U.S. Secondary Schools

a. The Teacher

(1) The basic responsibility for making an accurate attendance check in each class rests with the teacher. The teacher must check attendance, record absences in his class record book, and report all absences to the attendance counselor in the prescribed manner, every class period. Students are not permitted to check or report attendance.

(2) It is the responsibility of the classroom teacher to determine whether students are late to class. If the student is late, the teacher has the prerogative of deciding whether the reason given by the student is acceptable or not. If accepted, no record is made. If not, the teacher will record the student as tardy in the class record book. No penalty will be assigned for the first tardy to each class each semester. On the second tardy, and all subsequent tardies, the teacher will give the student a tardy-detention form and see that he completes it properly. The teacher will keep his copy of the tardy-detention form until notified by the detention hall teacher that the student has satisfactorily served a detention. If such notice is not received within five school days, the teacher is to determine the reason. If the reason is acceptable, the teacher will give the student a reasonable time in which to serve the detention. If the student still does not serve the detention, the teacher will turn the matter over to the attendance counselor for disposition.

b. The Attendance Counselor

(1) It is the responsibility of the attendance counselor to establish and operate an efficient method of collecting accurate attendance data from the teachers and to transmit the information to the Data Processing Unit on time and in the prescribed manner.

(2) A complete attendance report will be printed on the student's report card at the end of each marking period. The attendance counselor will also make whatever parental contacts are necessary and reasonable to keep them informed of absences, particularly when the circumstances appear unusual.

(3) The attendance counselor will handle the first and second instances of student violations of attendance regulations.

(4) The attendance counselor will keep a record of all tardies for every student. He will make all efforts, including assigning Saturday detention and parental conferences, to curb excessive tardiness by students. He will also deal with students who fail to serve teacher-assigned afternoon detentions.

c. The Assistant Principal

(1) The assistant principal will handle the cases of students who have violated the attendance regulations three times.

(2) He will attempt to curb excessive tardiness by a student after all efforts by the teachers and the attendance counselor have failed.

d. The Principal

(1) The principal has the overall responsibility for the proper application of all attendance and tardy procedures and practices in his school. He shall see that the teachers, the attendance counselor, and the assistant principal fulfill their duties and responsibilities in a reasonable and efficient manner.

(2) The principal will deal with all students who have violated the attendance regulations four times.

(3) The principal will attempt to curb excessive tardies by a student after all efforts by the assistant principal have failed.

4. Attendance Procedures, U.S. Elementary Schools.

a. Attendance reports for kindergarten and special education students will be recorded on the Attendance and Scholarship sheets and on the report cards from the Data Processing Unit printout.

b. Reporting of attendance for grades 1-6.

(1) The attendance cards will be received by each teacher in two groups. Each group will be identical and will be used to record attendance each alternating week.

(2) The cards will be received in alphabetical order, and all necessary information will be pre-printed at the top of each card.

(3) When a student is absent for any given day, or part of a day, his card will be marked with an electrographic pencil in the appropriate oval.

(4) The section "Unexcused Absences" will be used to record full and half-day unexcused absences.

(5) Blank cards will be provided for each teacher; therefore, when a new student enters school, a new card will be completed by the home-room teacher. The teacher will enter the following in ink: student number, last name, first name, initial, school number, grade, and room number.

(6) When a student withdraws from class, the teacher will enter the date of withdrawal in the appropriate section and mark the type of withdrawal. There is a section for types of withdrawal that are coded one to eight. The codes are on the reverse side of each attendance card.

(7) At the end of each week each teacher will forward all cards reflecting absences to the principal's office. All other cards will be retained by the teacher.

(8) The duplicate deck will then be used the following week, and the same procedure followed.

(9) After the Data Processing Center has processed the cards for students that were absent, new cards will be returned. These new cards should be placed in the previous week's deck. The now updated old deck becomes the deck for the following week.

5. Monthly Enrollment Reports will be prepared by the Data Processing Center. All changes to enrollments must be forwarded daily to the Data Processing Center to insure accurate end-of-month totals.

6. Withdrawal of Students Before End of School Year in U.S. Schools.

a. Attendance of children of all ages and all ability levels is important throughout the school year, and consequently parents should be counseled against withdrawing their children from school on other than an emergency basis. When it does become necessary to withdraw children before the end of the school year the parents should be encouraged whenever possible to enroll the children in schools in the United States with the minimum possible delay.

b. Regardless of the undesirability of the matter, it is a fact that each school year it is necessary for some children in the Canal Zone U.S. Schools to withdraw before the end of the school year. These withdrawals are of two types:

(1) upon permanent transfer of their parents (usually military), and

(2) to accompany their parents on vacation in the United States.

c. Permanent transfer of children directly to another school in the United States usually provides no problem. The military services at present prefer to have personnel travel by air, especially when there are children, so there should be no great delay in reaching the new station - unless the parent requests delay en route. Schools in the United States operate at least until the end of May and generally until the middle of June, and will normally accept children for enrollment until three weeks or less before the end of the school year.

d. Parents who withdraw children before the end of the school year for early vacation generally do not proceed to one location and enroll the children in school but usually spend most of their time travelling. The harm done by early withdrawal is minimal in case of a child of above-average ability in elementary school, but damage may be considerable as the pupil progresses into the years of the secondary school, and early spring withdrawal is especially harmful when the child is below in ability and/or already behind in scholastic achievement. Parents should be made aware of the adverse effects of such early withdrawal of children and be encouraged to avoid this practice except in emergencies or with exceptionally able children.

e. In cases where early spring withdrawal is unavoidable the following regulations have been developed, which cover cases of Canal Zone families who are transferred permanently or who leave for the United States on vacation before the end of the school year. The regulations do not cover students who leave early not accompanied by their parents; such students may only receive credit for the year by enrolling in a school in the United States and earning credit in that school. Approval will not be granted for withdrawal more than two days prior to the date of travel.

f. No refund or remission of tuition will be made if a tuition student withdraws from school before the close of the school year and is promoted or receives credit for the school year or semester.

g. It will not be possible to complete report cards or other records until the end of the school year for children who withdraw early.

Consequently, the report cards of children who withdraw early will either be held until the beginning of school in the fall or will be mailed to an address designated in the United States. Transcripts of high school students are mailed upon request directly to the next school to be attended in the United States.

h. The specific procedures for early withdrawal shall be as follows:

(1) Students of grades 1-6

(a) A student who leaves school one month or more before the last day of the school year, and who does not upon his return present credentials that certify he has continued and satisfactorily completed the work of his grade in an approved school, shall upon his return in September enter the grade in which he was enrolled at the time of leaving.

(b) A student who leaves school less than one month before the last day of the school year, and has been doing unsatisfactory work shall upon his return reenter the grade in which he was enrolled at the time of leaving.

(c) A student who leaves school less than one month but more than two weeks before the last day of school, and has been doing satisfactory work, shall upon his return be given two months' trial in the grade to which he would have been promoted had he remained until the end of the year.

(d) A student who leaves school on or after two weeks before the last day of the school year and has been doing satisfactory work shall be promoted.

(2) Students of grades 7-12

(a) The parents should be advised regarding the undesirable effects of early withdrawal for a high school student. It should be emphasized that the last marking period is the most important period in the school year from the standpoint of the course review, and that the end-of-course examination is an integral and essential part of the course which will cover all of the semester's work, including that which will be missed.

(b) However, when a high school student must withdraw before the end of the school year, credit will be granted or denied on the following basis:

(i) A student who leaves school before two weeks prior to the last day of the school year, and who does not upon his return present credentials that certify he has continued and satisfactorily completed the work of the semester in another accredited school, shall lose all credit for the semester.

(ii) A student who leaves school, and leaves the Canal Zone and the Republic of Panama, on or after having completed the 85% attendance rule, may be given credit for the semester in any course if he has been doing satisfactory work and if he passes successfully an examination in the work of the semester in that course.

(c) The examination procedure for students in grades 9-12 will be as follows:

(i) Any student planning to withdraw early (but two weeks prior to the last day of the school year) will complete a request for early withdrawal to the principal at least one month before the date of planned withdrawal. The principal will then have a review made of the entire academic record of the student.

(ii) The principal will normally then authorize the teachers to provide for the student advance assignments for the period subsequent to his withdrawal. (Note: "Notes to Parents" on the High School Report Card reads in part: "The 'D' student ranks with those who are doing unsatisfactory work. His work displays conspicuous deficiencies and is of such poor quality as to be barely up to the minimum requirements of the course.")

(iii) Not more than five days before his withdrawal and not more than seven days before his departure from the Isthmus, the student will be administered a comprehensive semester examination in each subject in which he has been doing satisfactory work. The examination will cover the work of the entire semester, including the material in the course yet to be taught and included in the advance assignments.

(iv) To avoid interference with class and to avoid excess work for teachers, the examinations generally will be scheduled after school hours with an examination in any particular subject given not more than once weekly. The examinations will be prepared by the regular teacher of the subject but may be administered by special proctors. Proper security of examinations will be maintained.

i. Each year a memorandum will be issued setting forth the exact dates for authorized early withdrawal.

7. Absences of Latin American School Pupils Leaving the Isthmus During the School Year.

a. Parents or guardians should be advised that if they plan to travel abroad accompanied by their children, they should do so during the months the Latin American schools are not in session.

b. If the parents must travel during the months the Latin American schools are in session and if they plan to request permission for their children to be absent from classes, then the following criteria should be used to decide whether permission will be granted by the school:

(1) There must be a letter from the Division Chief indicating that the sponsor's leave cannot be arranged during the period of the Latin American school vacation.

(2) The pupil must be making at least a "3" in all major subjects. In the elementary schools the major subjects in the various grades are clearly defined in the "Supervisor's Notes to Teachers." In the secondary schools, all subjects except music, art, and physical education are considered major subjects.

(3) The principal must be given sufficient advance notice of the request as follows:

(a) If the pupil expects to be absent for three weeks, then the request from the parent must be received by the principal at least three weeks before the first day of the proposed absence of the pupil.

(b) If the pupil expects to be absent for two months, then the request should be received by the principal at least two months prior to the first day of the proposed absence.

c. Specific and sufficient make-up work should be planned by the teacher of the pupil who is granted permission to be absent.

(1) Some of this make-up work can be completed for the teacher before the pupil leaves.

(2) Some of it can be done during the pupil's absence and mailed to the teacher in care of the principal.

(3) Some of it will have to be done after the pupil returns to classes.

(4) The important thing, however, is that when a pupil's absence is excused, he should be given an opportunity to make up the work missed.

d. The status of any pupil not making at least a "3" in all major subjects, as described in paragraph b(2) above, but who, nevertheless, is absent from classes with permission of the parent or guardian, is clearly described in paragraph 1.3. at the beginning of this chapter.

e. The parent or guardian of any pupil, absent with or without permission of the school, whose work is unsatisfactory after his return to the classroom, should be warned no later than the end of the fifth marking period that there is a probability of the pupil's repeating the grade.

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1. Student Conduct

a. Every student will be expected to attend school regularly and punctually, conduct himself properly and courteously, dress appropriately, be neat and clean, do school work commensurate with his ability, abide by the regulations of the school and the instructions of teachers and school staff, and act only in a manner that will reflect credit on himself and the school.

b. Students will be held financially responsible for the proper care of books, supplies, equipment and facilities.

c. During school hours, students may receive telephone calls and visits only from parents, guardians or school officials. Exceptions must be approved by the principal.

d. Hazing in any form is prohibited in the Canal Zone schools. Hazing, whether carried on in or out of school, during or after school hours, takes its significance from the fact that those participating are students of the Canal Zone schools and is therefore prohibited.

e. The use of tobacco by students on or near the school premises, at school functions, trips or activities is prohibited. Exceptions may be made by the College for its students. Exceptions may also be made by the secondary schools for students in attendance as spectators at athletic events outside of school hours.

f. The possession or use of alcoholic beverages and/or narcotics by any person, student or non-student, in any form at any place under the jurisdiction of the Division of Schools is strictly prohibited.

g. The Canal Zone Division of Schools does not recognize secret societies, social fraternities or sororities. Activities that result from membership in such organizations are prohibited in school or at school activities and functions.

h. Students are expected to maintain personal appearance, grooming, and dress standards that are in their own, their classmates', their teachers', and the school's best interests. Care should be taken to avoid dress or personal appearance that is unhealthy, unsafe, or disruptive to the educational process.

2. Methods of Dealing with Student Misconduct.

a. Counseling. Every attempt will be made to prevent or correct student misbehavior by the use of sound counseling methods by all, from classroom teacher to Superintendent of Schools, who come in contact with the student as a result of a disciplinary matter.

b. Detention. No pupil will be detained after the close of the afternoon session unless he has been given notice at least one day in advance.

(1) Teachers are authorized to conduct detention sessions after the close of the afternoon session in their classrooms for students who have failed to conduct themselves properly while under their immediate supervision.

(2) Each school is authorized to conduct a general detention session after the close of the afternoon session to deal with such disciplinary matters as tardiness, etc. Pupils may be assigned to this school detention session only by, or with the approval of, the principal, assistant principal, or the attendance counselor, except that classroom teachers will assign detention to the school detention when the student is tardy to her class.

(3) Three-hour Saturday morning sessions are authorized for the Canal Zone secondary schools. The purpose of the Saturday morning session is to provide a method, other than suspension, for dealing with certain types of disciplinary matters.

(a) Only the principal, the assistant principal, and the attendance counselor are authorized to assign students to Saturday sessions.

(b) A parent of the student assigned to a Saturday session is to be notified prior to the Saturday on which the detention is to be served. The notification should include information regarding the offense for which the detention was assigned, the date or dates of the Saturday(s) assigned, and all other pertinent information to insure the parent's understanding of the purpose and seriousness of the Saturday morning session.

(c) Students are to be assigned to the Saturday morning sessions in lieu of suspension when the individual case warrants it.

(d) The principal will designate a qualified teacher to supervise the Saturday morning sessions. The teacher will be paid on a fee basis.

(e) The teacher in charge will see that all students assigned to the Saturday sessions work diligently on appropriate, worthwhile school work.

(f) The Saturday sessions will be held from 8:00 a.m. to 11:00 a.m. The same attendance regulations as for a regular school day will apply.

(g) In general, the amount of time a student is assigned will be the minimum amount that is likely to bring about the desired behavior modification. In no case will a student be assigned more than five Saturday detentions.

(h) The teacher in charge is authorized to dismiss any student who does not conduct himself properly in the Saturday session. The teacher will notify the parent that the student was dismissed, the reason he was dismissed, and that the parent must bring the student to school for a conference with the principal or assistant principal before he will be readmitted to school.

c. Parental Conferences.

(1) Teachers and administrators are urged to keep the parents informed of, and enlist their support in correcting, student misbehavior through the use of parental conferences. A report of each conference is to be kept by the person conducting the conference so that the record will show that the parents were fully informed and consulted if more serious disciplinary action becomes necessary.

(2) In general every suspension will be followed by a parental conference. Exceptions may be made by the principal.

d. Written Assignments. School work will not be used as punishment. Written assignments of a repetitive nature are of little corrective value and should be avoided. When, in the judgment of the teacher or administrator, a punitive written assignment is warranted, it should be designed and assigned as a positive learning experience.

e. Physical Punishment. Physical punishment shall be resorted to only after all other practicable means of correction have been found ineffectual. It shall be administered then only by the principal, before at least two adult witnesses, after he has obtained the written consent of the parent. The principal shall immediately send a written report to the appropriate assistant superintendent.

f. Suspension.

(1) The principal is authorized to suspend students from school for gross or flagrant misbehavior, disobedience, disrespect or opposition to authority, or for repeated instances of less serious misbehavior. This authority may be delegated to the assistant principal.

(a) The parents are to be notified immediately in writing of the suspension.

(b) The appropriate assistant superintendent is to be notified of the suspension. The method of notifying the assistant superintendent will be to send him a copy of the parental notification / (a) above /.

(c) In general the student should be suspended from school only until the problem is resolved by the parental conference (par. 2.c. above). In cases in which the student is suspended for a specific period of time, the length of the suspension may not exceed five school days.

(2) The assistant superintendent is authorized to suspend a student, who has been referred to him after all attempts at the school level to improve his conduct have failed, from school for the remainder of the school year. The student shall have been placed on probation by the principal (par. 2.g. below) and shall have violated the conditions of probation before the assistant superintendent will suspend him for an extended period of time. The assistant superintendent may require that the student show evidence of a sincere desire to continue his education by successfully completing one or more approved correspondence or home study courses.

g. Probation. Students who resist all other efforts to aid them in improving their behavior, attendance or scholarship may be placed on probation by the principal. The parents will be notified in writing of (1) the reason for placing the pupil on probation, (2) the conditions of probation, (3) length of probation, and (4) the consequences of violating the conditions of probation. The conditions of probation will normally include references to conduct, attendance and scholarship, but other conditions may be listed if, in the opinion of the principal, the special conditions of the student's case warrant them. The consequences of probation violation may include a recommendation by the principal to the assistant superintendent to suspend the pupil for the remainder of the school year or a recommendation by the principal through the assistant superintendent to the Superintendent of Schools to expel the student from the Canal Zone schools (par. h. below).

h. Expulsion. The Superintendent of Schools may, upon the written recommendation of the principal and the endorsement of the appropriate assistant superintendent, expel a student from the Canal Zone schools. Expulsion will be resorted to only when clear and conclusive evidence shows that all reasonable efforts have been made, but have failed, to assist the student to become educable.

i. Miscellaneous. Cruel or unreasonable methods of discipline are prohibited.

3. Disciplinary Procedures.

a. Principals are responsible for the discipline in their respective schools. Teachers are responsible for maintaining good order and conduct by proper methods over the students under their direction whether in the school or at school activities and functions.

b. The principal is responsible for insuring that a complete record is maintained for every student who has been referred for a disciplinary matter. This record will be maintained by the assistant principal in schools having one. The purpose of the record will be to provide information to authorized officials who may need such information for parental conferences or other legitimate reasons. Only those parts of the record that are considered to be of such special significance as to warrant retention will be kept in the student's cumulative record after graduation or permanent withdrawal from school.

c. The normal steps in dealing with pupils who are, or are causing disciplinary problems are outlined below. These are guidelines; each principal will establish the referral and corrective procedures best suited to the particular circumstances of his school. It is also recognized that it is possible for a single overt act of misconduct to be serious enough to warrant by-passing one or more steps.

(1) The teacher shall use all means at his disposal to prevent and correct improper behavior. The methods will normally include counseling, detention and parental conferences. If, in spite of the efforts of the teacher, the student continues to misbehave, he will be referred to the assistant principal.

(2) The assistant principal will use all of the methods available to him, which include all of those available to the teacher plus suspension, to improve the attitude and the behavior of the student. If the student's response is still unsatisfactory he will be referred to the principal.

(3) The principal can use all of the methods available to the assistant principal plus probation in his attempt to improve the student. When the student is referred to him, the principal must satisfy himself that the parents have been kept fully informed of the situation and that both the student and the parents have been notified of the consequences of continued misconduct. Referral to the appropriate assistant superintendent indicates that the student has been placed on probation and has violated the conditions of probation and that a suspension of longer than five days is warranted.

(4) The assistant superintendent has available to him all of the methods the principal has plus extended suspension. A referral to the Superintendent indicates that the conduct of the student warrants expulsion.

(5) The Superintendent of Schools may use any of the methods available to any of the members of the staff. In addition he exercises exclusive authority to expel students from the Canal Zone schools.

4. Illegal or Controlled Substances.

a. Any student who uses, buys, sells, or has in his possession marijuana or any other illegal or controlled substance at school will be suspended for the remainder of the semester and will lose all credit for the semester for the first offense.

(1) The principal will notify the Canal Zone Police, the parents, and the appropriate assistant superintendent as soon as the facts have been established to his satisfaction.

(2) The letter to the parents will state the offense, the suspension, and the conditions under which the student may be readmitted for the following semester, i.e.: a conference with the appropriate assistant superintendent.

b. Any student who commits a second offense at school involving an illegal or controlled substance will be suspended from the Canal Zone schools for not less than one calendar year. He will be readmitted only when the Superintendent of Schools is reasonably satisfied that further violations will not occur.

c. Any student enrolled in the Canal Zone schools who is convicted in a recognized court of law of an offense involving marijuana or other illegal or controlled substances while in a place other than at school or under school jurisdiction will be placed on probation by the school principal for the remainder of the school year.

5. Explosive Devices.

a. Any student who has in his/her possession, sells, uses or threatens the use of any explosive device at school or at a function under school jurisdiction, will be suspended for the remainder of the semester and will lose credit for the semester.

(1) The principal will notify the Canal Zone Police, the parents, and the appropriate assistant superintendent as soon as the facts have been established to his/her satisfaction. The device will be turned over to the police.

(2) The letter to the parents will state the offense, the suspension, the loss of credit, and that the student may be readmitted for the following semester as determined in a conference with the assistant superintendent.

(3) A student readmitted after such a suspension will be on probation.

b. Bringing charges against the student in the courts is the responsibility of the police, but the school is often asked for a recommendation or may volunteer one. The principal must make this determination based on the total facts concerning the situation and the individual.

c. School authorities will be faced with a matter of degree in the enforcement of these provisions. Certainly the explosive device that is in the nature of a firecracker, although unlawful, would be a mitigating factor in determining the school discipline. The potential for loss of life, damage or injury to persons, and destruction of property should be determining factors along with the degree of disruption of the school's normal program and educational functions.

d. Any student who commits a second offense involving an explosive device after suspension with loss of credit for the first offense, will be subject to suspension from the Canal Zone Schools for two semesters with loss of credit and not permitted to attend Canal Zone summer school. He will be readmitted only when the Superintendent of Schools is reasonably satisfied that further violations will not occur.

6. Overt, Willful, or Belligerent Defiance.

a. Defiance is considered to be the refusal of a student to obey the requests of a teacher or staff member who is in the process of maintaining order, conducting a class or school activity, or who is enforcing school rules, regulations and policies.

b. Defiance will occur in varying degrees, and only the overt, willful, or belligerent type is subject to these provisions.

c. It is possible that a teacher or staff member may find it necessary to use physical restraint in some situations involving defiance. When used, it must be no more than that essential under the circumstances.

d. Provocation is an important element in this regard and teachers and staff members must not put themselves into the position of provoking this type of behavior from a student.

c. When this type of conduct is engaged in by a student the first offense would normally result in a two or three days' suspension and a mandatory parental conference before return to school. A second offense would normally result in a three to four days' suspension with student placed on probation and a mandatory parental conference before return to school. In a classroom situation, suspension or removal from the class should be considered. A third occurrence would normally result in a five-day suspension and referral to the assistant superintendent.

7. Profane and Obscene Language.

a. When it is used in student to student conversation and not directed toward a teacher or staff member, the disciplinary procedures of counseling, reprimand, parental conference, and detention should be used. If the record shows repetitive patterns with little improvement, then it may be necessary to use suspension.

b. When it is used by a student during class situations but is not directed toward a teacher or staff member, the disciplinary procedures of counseling, reprimand, parental conference, and detention should be used. If the circumstances are particularly acute, the language unusually offensive, or if it is a repetitive situation, suspension from class, removal from class, and suspension from school may be necessary. It should be established without doubt that the above measures have been used to bring about correction and have been ineffective.

c. When it is used by a student in such a manner that is clearly directed toward a teacher or staff member, the first offense would normally result in a two to three days' suspension and a mandatory parental conference before return to school. A second offense would normally result in a three to four days' suspension with student placed on probation and a mandatory parental conference before return to school. If this were a classroom situation, suspension or removal from class should be considered. A third occurrence would normally result in a five-day suspension and referral to the assistant superintendent.

8. Prohibited Weapons.

a. Section 2571, Title 6 of the Canal Zone Code deals with prohibited weapons. Generally such a weapon is one manufactured for the primary purpose of offensive or defensive use. The following are specifically listed in Section 2571: firearm, dirk, dagger, knife, or other arm manufactured or sold for the purpose of offense or defense, slingshot, air gun, sword cane, blackjack, or knuckles made of metal or other hard substance. Another example is the Kung Fu stick.

b. If there is reasonable cause to believe that the student did not intend to use the weapon:

(1) The weapon should be confiscated either by school authorities or by the Canal Zone Police if the student does not willingly turn it over to the school.

(2) In minor situations the weapon should be returned to the parents of the student, but not to the student.

(3) In more serious situations the weapon should be given to the police.

(4) Bringing court charges against the student is the responsibility of the police, but the school is often asked for a recommendation. The principal must make this determination based on the facts concerning the case and the individuals involved.

(5) Disciplinary action by the school would be from the minimum of confiscation and reprimand to detention or suspension.

(6) Parents are to be notified.

c. If there is reasonable cause to believe that the student did intend to use the weapon:

(1) The weapon should be confiscated either by school authorities or by Canal Zone Police if the student does not willingly turn it over to the school.

(2) The weapon should be given to the police.

(3) Parents should be notified.

(4) Bringing court charges against the student is the responsibility of the police, but the school is often asked for a recommendation. The principal must make this determination based on the total facts concerning the situation and the individual.

(5) Disciplinary action by the school:

- (a) Suspension of three to five days.
- (b) Placed on probation.
- (c) If serious enough, suspension for five days with referral to assistant superintendent.

d. These provisions would be applicable to not only the school situation but also for school sponsored events.

9. Unauthorized Persons Within or About School.

a. A person without authority or permission to be within or about a school can be charged with loitering under Title 6, Section 2541 (1) of the Canal Zone. As this is a misdemeanor, the charge must be signed by a school official unless the police officer has personally observed the unlawful act.

b. In order for a student of the school concerned to be loitering he/she would either be suspended or absent without permission. If the latter, discipline should be determined on this basis, not loitering. If suspended:

(1) In order to be charged with loitering this student must have been specifically told not to be within or about school. This does not preclude requesting the student to leave or requesting police assistance in having the student removed.

(2) An unauthorized student from the school concerned should be requested to leave and warned not to return until he/she has permission. Other than making this a matter of record, no other action is indicated provided the student is cooperative.

(3) The non-cooperative student should have the suspension extended, the parents notified, and possibly put on probation. If necessary, police assistance should be sought to have the student removed.

(4) If the condition in (1) has been met, such a student may be charged with loitering, but this should be resorted to only in extreme cases where actual or clearly potential disruption of the school program is evident.

c. Students from another Canal Zone school present different problems to the school concerned. Procedures in (1), (2), and (3) in b. above would also be applicable in this case.

(1) In case of the non-cooperative student from another school, police assistance should be requested to remove the student. If the parent school is a Canal Zone school, disciplinary action in the form of reprimand and/or detention should be taken, and the parents notified.

d. The non-student who is within or about a school without authority or permission should be asked to identify him/her self and asked to depart. With the cooperative person this should be sufficient provided the loitering is not repeated. With the non-cooperative or repeater, the police should be called to remove the person. The school official will determine whether or not to make a charge of loitering and, if so, then this official will have to sign the charge.

10. Assault and Battery (Fighting).

a. Assault is a threat of physical violence accompanied by the potential to carry out the threat. This threat may be verbal, an act, or both.

b. Battery is the actual physical confrontation following the threat.

c. The extent of the disciplinary action will depend on many factors, but it should be reasonable and fair, yet strong enough to be meaningful. The thought to keep in mind is that fighting is totally unacceptable in our schools and it should be handled as a serious breach of conduct.

d. The threat to fight and the continued or prolonged expression of illwill combined with attempts to provoke a fight have proved to be upsetting to a school's decorum and on occasions have actually disrupted the education program. Personnel are to be constantly on the alert to these situations to take prompt and decisive action to prevent, stop, and correct such behavior. Involvement of families is essential, but discipline in the form of suspension may be indicated. There should be no doubt in the minds of the students or their parents that this will result in removal from school with loss of credit if such conduct continues.

e. Assault and battery involving a student and a teacher will receive the immediate attention of the school administration. The teacher must have the support of the administration and prompt disciplinary action will be started against the pupil within the context of due process. Normally, suspension would be the first course of action with student readmitted on probation. If indicated, a five days' suspension with referral to the assistant superintendent should be administered.

f. If in the opinion of the school authorities, circumstances call for stronger action than a five-day suspension with probation, the parents and the student should be notified of the need to consult with the assistant superintendent prior to a final decision.

g. Points to keep in mind when dealing with fighting at school:

- (1) Notification of parents.
- (2) Notification of police if the situation indicated.
- (3) Suspension of student(s) from one to five days.
- (4) Detention in lieu of suspension.
- (5) Reprimand in lieu of detention.
- (6) Readmission after parental conference.
- (7) Probation.
- (8) Payment for damages to school property or equipment.

UNITED STATES GOVERNMENT

Memorandum

: All Concerned

DATE: June 19, 1972

OM : Assistant Superintendent, U.S. Secondary Schools

SUBJECT: Guidelines for Certain Disciplinary Cases

The guidelines in this memorandum were developed in a series of meetings in April and May, 1972, with the undersigned and the three U.S. secondary schools' attendance counselors, assistant principals, and principals.

All of the above, and all other school personnel who may have the occasion to use the guidelines, should place them in their copies of the Manual of Policies at the end of Chapter P3 - "Student Conduct and Discipline." Insert the entire memorandum, not just the guidelines.

The meetings referred to above were called to:

1. Identify problem areas in student conduct,
2. attempt to reduce the number of student disciplinary cases being referred to the assistant principals and
3. establish a greater degree of consistency and uniformity in dealing with the most common disciplinary matters within and between the three schools while continuing to recognize that each individual and case is unique and must be considered separately.

As a result of these discussions, Chapters P2 and P3 of the Manual were revised; greater authority to deal with attendance regulation violations was given to the attendance counselors; greater responsibility in regard to pupil tardiness was given to the teachers; the guidelines were developed; and, most importantly, the need for teachers, administrators, and parents to work closer, more cooperatively, to become allies and partners rather than antagonists in matters concerning student conduct and attendance was recognized and articulated.

It must be understood that guidelines are exactly what the name implies: They are to guide, not dictate, a course of action. They do not substitute for judgement.

Tardy to Class

Tardy (to class) is considered to mean being late to class without a written note or pass from an acceptable person or without an explanation acceptable to the teacher. In other words, only an unexcused lateness is called a "tardy." The decision as to whether a student is tardy

or not is made by the teacher. The student has the right to appeal to the teacher in a respectful and courteous manner. The usual avenues of appeal, beginning with the attendance counselor, are open to the student, but it is expected that the teacher's decision will be upheld except in very exceptional circumstances.

Roles and Responsibilities Defined

Teacher

1. Will make every effort to prevent tardiness by his students.
2. Will determine whether students are tardy to his class or not.
3. Will assign tardy detention by issuing the detention form and seeing that it is properly completed.
4. Will be responsible to see that the detention is served in the prescribed time and, if it is not, will decide whether to grant an extension of the time or refer the student to the attendance counselor.
5. Will try to curb excessive tardiness of individual students by counseling, parental conference, and/or referral to the attendance counselor.

Attendance Counselor

1. Will keep a record of tardiness of every student.
2. Will make every effort to curb excessive tardiness by a student by counseling, parental conferences, issuing additional afternoon detentions, assigning Saturday detention, and/or referring the student to the assistant principal.

Assistant Principal

1. Will attempt to curb excessive tardiness when cases are referred to him by the attendance counselor.

Principal

1. Will establish an afternoon tardy detention period in his school which will meet from 2:25 p.m. to 3:00 p.m. every day, Monday through Friday, except as he directs.
2. Will furnish a room to be used as the detention hall.
3. Will furnish the tardy-detention form for his school.
4. Will assign detention hall teacher or teachers who will be paid on a fee basis.

5. Will make all efforts, and see that all members of the staff and faculty make all efforts, to keep tardiness to a minimum.

Procedures

No penalty or detention will be assigned the first time a student is tardy to a class. (Note that this means tardy as opposed to late.)

The following procedures will be used after the first tardy:

1. A standard tardy-detention form will be given to the student by the teacher upon his second tardiness to class.

2. The student will immediately complete the tardy-detention form returning the carbon copy to the teacher.

3. The student will present the original copy of the tardy-detention form to the detention hall teacher prior to 2:25 p.m. within five school days of the date of the tardiness. (The detention hall teacher will issue a duplicate tardy detention form to be completed by the student in the event the student has lost the original copy.)

4. Upon admission to the detention hall, the student will sign a detention roster and comply with the instructions of the detention hall teacher.

5. Upon completion of the detention, the detention hall teacher will sign the original tardy-detention form to indicate the detention was served.

6. The original copies of the tardy-detention forms along with the detention hall roster will be returned to the attendance counselor.

7. The attendance counselor will make a record of the detention served and return the original tardy-detention form to the issuing teacher.

Unauthorized Absences from School

The parents and school personnel share in the responsibilities related to pupil attendance in school and in class. We should continually strive to make the relationships between school and home serve the best interests of the students.

While not excluding other related responsibilities, the primary responsibility of:

1. The parent is to send his children to school every day that they should be there.

2. The student is to attend school when sent by the parent and stay there until dismissed by the school.

3. The teacher is to report the student's absences to the attendance counselor accurately.

4. The school officials are to keep the parents adequately informed concerning their children's attendance.

The attendance report to the parents is the major means of communication between school and parents on attendance, but it should be supplemented with frequent telephonic contacts.

With the liberalization of our definition of an excused absence (i.e.: Absence shall be excused on the request of the parent), there should be a decline in unauthorized absences. When they do occur, the following guidelines should be used:

The attendance counselor is to deal with the first two offenses (offense interpreted to mean first time caught, second time caught, etc.).

First Offense

- a. Hold parental conference.
- b. Assign one Saturday as a token penalty.
- c. Make the incident a matter of record.

Second Offense

- a. Inform parents.
- b. Assign Saturday detentions on an hour-for-hour basis up to a maximum of five.
- c. Make record of incident.

Third Offense

- a. Refer to assistant principal.
- b. The assistant principal may use any method available to him, including suspension from school, to change the anti-attendance behavior.

Fourth Offense

- a. Refer to the principal.
- b. Place on probation.

Fifth Offense

- a. Treat as a violation of probation.

Unauthorized Absence from Saturday Detention

The following guidelines are to be used in dealing with students with unexcused absences from Saturday detentions:

1. First offense
(First time Saturday detention skipped)

Assign two Saturday detentions (one detention for the skipped detention; plus one penalty detention).

2. Second offense
(Second time Saturday detention skipped)

Give the student a one-day suspension. This suspension cancels all remaining Saturday detentions. Readmit after parental conference which is to stress (a) purpose of Saturday detention (in lieu of suspension) (b) explanation of what happens on third offense.

3. Third offense
(Third time Saturday detention skipped)

Give a two-day suspension and assign no more Saturday detentions. All subsequent offenses for which he would normally receive a Saturday detention will result in suspension from school.

Unauthorized Absence from Afternoon Tardy Detentions

The following guidelines are to be used in dealing with students who have unauthorized absences from afternoon (tardiness) detentions which are to be held from 2:25 pm. to 3:00 p.m.

1. First offense

Two afternoon detentions are to be assigned: One for the one skipped plus one additional afternoon detention as a penalty for skipping.

2. Second offense

One Saturday detention to be assigned. This does not change the remaining afternoon detentions.

3. Third offense

Referral to the assistant principal for possible suspension from school.

Form 1040

For the year ending December 31, 1934

1. Name of taxpayer

2. Address

3. Occupation

4. Description of property

5. Date of acquisition

6. Cost or other basis

7. Depreciation

8. Total gain or loss

9. Net gain or loss

10. Tax paid

11. Total tax

12. Refund or credit

13. Total refund or credit

14. Total refund or credit

1. All pupils shall take the regular work prescribed by the Division of Schools unless specifically excused. Private lessons in music, drawing, dancing, or other subjects shall not be permitted to interfere with a pupil's regular work in the school.

2. The subjects taught and time allotted in minutes per week for the U.S. elementary schools are as follows:

<u>Subject</u>	<u>1</u>	<u>2</u>	<u>G r a d e s</u>		<u>5</u>	<u>6</u>
			<u>3</u>	<u>4</u>		
Opening Exercises	50	50	50	50	50	50
Reading, including Phonics	900	625	325	275	225	150
Spelling - Penmanship	#100	150	200	&150	&150	&150
Language	50	80	150	150	150	150
Mathematics	150	175	200	250	250	275
Science-Health-Safety	*	*	175	175	175	175
Social Studies	*90	*90	150	150	200	250
Art @	60	60	60	80	80	80
Music	80	100	%90	%120	%120	%120
Supervised Play	150	150	150	150	150	150
Spanish +	20	20	40	100	100	100
Remedial Help	---	150	60	---	---	---
TOTALS	1650	1650	1650	1650	1650	1650

Spelling is incidental in grade 1 and not shown on schedule.

& Formal penmanship instruction should be offered at least three times per week.

* Social studies, science-health-safety, three days per week (vice art) in grades 1 and 2.

@ Art two days per week in grades 1-6.

% Music three days per week (vice art) in grades 3-6.

+ All Spanish classes are 20 minutes: Once a week in grades 1 and 2; at least twice a week in grade 3; and daily in grades 4-6.

3. The program of studies for the U.S. junior high schools is as follows:

<u>Grade 7</u>	<u>Meetings Per Week</u>
Required of all students	
English	5
Science	5
Social Studies	5
Mathematics	5
Physical Education	5

	Meetings Per Week
<u>Grade 7 (continued)</u>	
In addition, one of the following will be selected:	
Spanish A, S.	5
Instrumental Music	5
Art	5
General Music	5
Developmental Reading (selected)	5
<u>Grade 8</u>	
Required of all students:	
English	5
Social Studies	5
Mathematics	5
Physical Education	5
In addition, two of the following will be selected:	
Home Economics (girls)	5
Industrial Arts (boys)	5
Science	5
Spanish B, I-S, I	5
Instrumental Music	5
Art	5
General Music	5
Developmental Reading (selected)	5
<u>Grade 9</u>	
Required of all students:	
English I-OIII	
Physical Education IF or IM	
selected:	
Algebra I	Spanish B, I, II, or II-S
Algebra I, Part 1	Vocal Music I
Geometry	Instrumental Music
Modern Geography	Art I
Comparative Political	General Business
and Economic Systems	Home Economics I
Introductory Physical Science	Mechanical Drawing I

4. Credits for graduation from high school are counted beginning with grade 9 even though the 9th grade is the administrative responsibility of the junior high school. (For a complete statement of graduation requirements, see Chapter P1, paragraph 6 of this Manual.) The program of studies for U.S. High Schools is as follows:

Grades 10 through 12

English II, III, IV or English II-OIV, III-OV, IV-OVI (required)	General Mathematics I, II Algebra I, Part 2 Algebra I, II Geometry Consumer Mathematics Mathematics of the Shop Introduction to Analysis Calculus
Drama	
Speech	
Mythology	
Principles of Journalism	
Advanced Journalism	
Now Poetry	
Introduction to Folklore	French I, II, III
World Literature	Latin, I, II
Creative Writing	Spanish I, II, III, IV, V
Oral Communications(*)	Spanish II-S, III-S, IV-S
Written Communications(*)	
High School Reading(*)	(*) Summer school
Modern Geography	Typing I, II
Comparative Political Systems	General Business
Comparative Economic Systems	Personal Typing
World History	Introduction to Data Processing
Western Society	Computer Programming
Four World Societies	Bookkeeping
Ethnic Studies	Shorthand I, II
U.S. History	
U.S. History - Inquiry	
Introduction to Behavioral Sciences	
Humanities	
System of U.S. Economics	Art I, II, III, IV
American Government	
Introduction to Physical Science	
Biology	Chorus
Physical Science Survey	Chorus, Select
Chemistry	Band
Physics	Orchestra
Physiology	
Home Economics I, II, III, IV	Phys. Ed. IIM, IIIM, IVM*
Home Life	Phys. Ed. IIF, IIIF, IVF*
Mechanical Drawing I, II, III	ROTC MI-F, MII-F, MIIIF*
Metal Shop I, II	ROTC MI-M, MII-M, MIIIM*
Woodwork I, II	ROTC Drill Team F ROTC Drill Team M

* Either Physical Education or ROTC required.

All the above are one-credit-per-semester (two-per-year) courses except ROTC and Physical Education which are one-half per semester (one-per-year).

Student assistant, enrichment courses (generally taken in summer school), and driver training will be identified on the permanent record by the grades of "S" (Satisfactory) and "U" (Unsatisfactory). Enrichment courses carry no credit, student assistants get one-fourth credit per semester (one-half per year), and driver training gets one-half credit per course. These credits count toward graduation.

Correspondence courses will earn credit as indicated by the institution offering the course and these credits count toward graduation.

5. Instructional guides in the U.S. Elementary Schools are:

Art, Grades 1-6	1951	Physical Education	1972
Kindergarten	1966	Reading Objectives	1966
Mathematics K-6	1966	Spanish, Grades 1-3	1966
Penmanship, Grades 1-6	1965	Spanish, Grades 4-6	1966
Panama Guide	1971	Social Sciences (Kinder-	
Health and Growth	1971	garten, First and	
Family Life Education	1969	Second Grades)	1970
Analysis of Arithmetic Objectives, Grades 3-6			1971

6. Instructional guides in the U.S. Junior High Schools (grades 7 through 9) are:

English 7, 8, I-OIII	1974	Home Economics, 8-9	1974
Social Studies, 7-9	1974	General Music, 7-9	1974
Mathematics, 7-9	1974	Instrumental Music, 7-9	1974
Science, 7-9	1974	Industrial Arts, 8-9	1974
Develop. Reading	1974	Art, 7-9	1974
General Business, 9	1974	Boys Phys. Ed., 7-9	1974
Spanish, 7-9	1974	Girls Phys. Ed., 7-9	1974

7. Instructional guides in the U.S. High Schools (grades 10 through 12) are:

English	1974	Mathematics	1974
II, III, IV			
II-OIV, III-OV, IV-OVI		General Math II	
Drama		Algebra I, II, Part 2	
Speech		Geometry	
Mythology		Consumer Mathematics	
Journalism		Mathematics of the Shop	
World Literature		Introduct. to Analysis	
Creative Writing		Calculus	

CHAPTER P4 - CURRICULUM

P4-4a

Social Studies 1974

Modern Geography
 Comp. Political Systems
 Comp. Economic Systems
 World History
 Western Society
 Four World Societies
 Ethnic Studies
 U.S. History
 Behavioral Sciences
 Humanities
 U.S. Economics
 American Government

Home Economics 1974

I, II, III, IV
 Home Life

Art, I, II, III, IV 1974

Business Education 1974

Typing I, II
 General Business
 Personal Typing
 Introduction to
 Data Processing
 Computer Programming
 Bookkeeping
 Shorthand I, II

Written Communications 1972

Science 1974

Introduction to
 Physical Science
 Biology
 Physical Science Survey
 Chemistry
 Physics
 Physiology

Foreign Languages 1974

French I, II, III
 Latin I, II
 Spanish I, II, III, IV, V
 Spanish S, II, III, IV

Industrial Arts 1974

Mechanical Drawing I, II, III
 Metal I, II
 Wood I, II

Physical Education 1974

Male, II, III, IV
 Female, II, III, IV

ROTC I, II, III 1974

Special Education 1974

Driver Education 1974

High School Reading 1972

Oral Communications 1972



8. The subjects taught and time allotted in minutes per week for the Latin American elementary schools are as follows:

<u>Subject</u>	<u>G r a d e s</u>					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Opening Exercises	50	50	50	50	50	50
Reading - including Phonics	600	500	400	250	300	300
Spelling	-	-	75	75	50	50
Arithmetic	100	200	200	250	250	250
Language	100	150	100	150	150	150
Elementary Science	30	30	80	80	80	80
Health	-	-	40	40	40	40
English	120	120	195	195	195	195
Art (2 days per week Grs 1-6)	60	60	80	80	80	80
Music	80	80	80	80	80	80
Penmanship	100	100	75	100	75	75
Social Studies	60	60	125	150	150	150
Physical Education	200	150	150	150	150	150
Remedial Help - Reading	150	150	-	-	-	-
TOTALS	1650	1650	1650	1650	1650	1650

9. The program of studies for the Latin American secondary schools is as follows:

Grade 7

Spanish
 English
 Social Studies
 Mathematics
 Science
 **Home Economics
 **Industrial Arts
 **Physical Education
 *Personal Hygiene
 **Music
 **Art
 *Guidance

*One Period per week

**Two periods per week

Grade 8

Spanish
English
Social Studies
Mathematics
Science
Home Economics
Industrial Arts
**Physical Education
**Music
*Art

Grade 9

Spanish
English
Social Studies
Mathematics
General Science I
Home Economics
Industrial Arts
**Physical Education
*Music
*Art
*Guidance

*One period per week
**Two periods per week

Grade 10

College Preparatory Curriculum

Spanish
English
Social Studies
Biology
Geometry
Physical Education
Music
Art
Elective (1)

Grade 10 (Continued)Commercial Curriculum

Spanish
English
Salesmanship
Spanish Shorthand I
Commercial Mathematics
Physical Education
Music
Art
Typing

General Curriculum

Spanish
English
Social Studies
Biology
Mathematics
Physical Education
Music
Art
Electives (2)

Technical Curriculum

Spanish
English
Related Science
Related Mathematics
Physical Education
Mechanical Drawing
Auto Mechanics
Wood Shop

Grade 11College Preparatory Curriculum

Spanish
English
Social Studies
Chemistry
Algebra II
Physical Education
Music
Art
Elective (1)

Grade 11 (Continued)Commercial Curriculum

Spanish
English
Economic Geography
Bookkeeping I
Typing II
Spanish Shorthand II
English Shorthand I

General Curriculum

Spanish
English
Social Studies
General Science II
Mathematics
Physical Education
Music
Art
Elective (1)

Grade 12College Preparatory Curriculum

Spanish
English
Introductory Analysis (only those recommended
by Algebra II teacher)
Civics
Socio-Economic Problems of Republic of Panama
Physics
Philosophy

Commercial Curriculum

Commercial Spanish
Business English
Bookkeeping II
English Shorthand II
Socio-Economic Problems of Republic of Panama
Office Practice

Grade 12 (Continued)General Curriculum

Spanish
English
Mathematics
Civics
Socio-Economic Problems of Republic of Panama
Electives (2)

Electives for Grades 10, 11, 12

Algebra I
Algebra IA
Algebra IB
Algebra II
Commercial Mathematics
General Mathematics I
General Mathematics II
Geometry
Introductory Analysis
Home Economics 10
Home Economics 11
Home Economics 12
Physical Education 12
Auto Mechanics I
Auto Mechanics II
Auto Mechanics III
Mechanical Drawing I
Mechanical Drawing II
Woodshop I
Woodshop II
Woodshop III
Chorus 10
Chorus 11
Chorus 12
Instrumental Music 9
Instrumental Music 10
Instrumental Music 11
Instrumental Music 12
Vocal Music 12

10. Courses of study in the Latin American elementary schools are:

Educación Física K-6	1965
Elementary English	1968
Elementary Science	1968
Español Nivel Primario	1967
Estudios Sociales, Nivel Primario	1968
Matemática K-6	1965

11. Courses of study in the Latin American secondary schools are:

Business:

Contabilidad I, II, III	1967
Nociones de Comercio	1967
Nociones de Economía	1967
Estenografía I, II, III	1967
Shorthand I & II	1967
Mecanografía I	1966
Mecanografía II	1967
Práctica de Oficina	1966

Educación Física	1962
English 7-12	1965
Español Primer Ciclo	1967
Español Segundo Ciclo	1967
Estudios Sociales Primer Ciclo	1967
Estudios Sociales Segundo Ciclo	1967
Guía y Orientación	1968
Home Economics 10-12	1964

Industrial Arts:

Artes Industriales I & II	1967
Dibujo Técnico	1968
Ebanistería I, II, III	1967
Metal I, II, III	1967
Automecánica I, II, III	1967
Wood Shop I, II, III	1967

Mathematics 7-12	1965
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Secondary English	1968
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12. Adopted textbooks of the U.S. Secondary Schools are:

Business Education

General Business, 9

General Business, Rev. 8th Ed.	Crabbe	South-Western
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Typing I, 10

Gregg Typing, Book 1, Gen. Typing	Rowe	McGraw-Hill
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Typing II, 11

Gregg Typing, Book 2, Office Prod.	Rowe	McGraw-Hill
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Bookkeeping, 11

20th Century Bookkeeping & Accounting	Carlson	South-Western
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Shorthand I, 11

Gregg Shorthand, Diamond Jub. (Sem. I)	Leslie	McGraw-Hill
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Gregg Dictation, Diamond Jub. (Sem. II)	Leslie	McGraw-Hill
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Shorthand II, 12

Gregg Transcription, Diamond Jub. (Sem. I)	Leslie	McGraw-Hill
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Secretarial Office Practice, 6th Ed. (Sem. II)	Agnew	South-Western
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English

English 7-B

Junior English in Action, 1	Tressler	Heath
Adventures for You	Kincheloe	Harcourt
Basic Goals in Spelling, 7	Kottmeyer	McGraw
Learning your Languages,		
One (1-6)	Herber	Follett

English 7

Junior English in Action, 1	Tressler	Heath
Adventures for Readers,		
Book One (Classic)	O'Daly	Harcourt
Basic Goals in Spelling, 7	Kottmeyer	McGraw

English 7-A

Junior English in Action, 1	Tressler	Heath
Adventures for Readers,		
Book One, (Laureate)	O'Daly	Harcourt
Basic Goals in Spelling, 7	Kottmeyer	McGraw

English 8-B

Junior English in Action, 2	Tressler	Heath
Adventures Ahead	Humphrey	Harcourt
Basic Goals in Spelling, 8	Kottmeyer	McGraw
Learning Your Language,		
Two (1-6)	Herber	Follett

English 8

Junior English in Action, 2	Tressler	Heath
Adventures for Readers,		
Book Two, (Classic)	Nieman	Harcourt
Basic Goals in Spelling, 8	Kottmeyer	McGraw

English 8-A

Junior English in Action, 2	Tressler	Heath
Adventures for Readers,		
Book Two, (Laureate)	Nieman	Harcourt
Basic Goals in Spelling, 8	Kottmeyer	McGraw

English I-B

English Grammar and Composition, 9		
	Warriner	Harcourt
Adventures in Reading (Classic)		
	Connolly	Harcourt
Success in Language, A (1-8)	Tincher	Follett
Vanguard	Pooley	Scott-Foresman

English I

English Grammar and Composition, 9		
	Warriner	Harcourt
Adventures in Reading (Classic)		
	Connolly	Harcourt
Ivanhoe	Scott	Harcourt
The Tempest	Shakespeare	Yale
As You Like It	Shakespeare	Airmont
The New Main Motion	Slaker	University

English I-A

English Grammar and Composition, 9	Warriner	Harcourt
Adventures in Reading, (Laureate)	Lodge	Harcourt
Ivanhoe	Scott	Harcourt
The Tempest	Shakespeare	Airmont
As You Like It	Shakespeare	Airmont
The New Main Motion	Slaker	University

English II-B

English Grammar and Composition, 10	Warriner	Harcourt
Perspectives	Pooley	Scott-Foresman
Adventures in Appreciation	Loban	Harcourt

English II, II-A

English Grammar and Composition, 10	Warriner	Harcourt
Adventures in Appreciation	Loban	Harcourt

English III-B

English Grammar and Composition, 11	Warriner	Harcourt
Accent: U.S.A.	Pooley	Scott-Foresman
Adventures in American Literature	Fuller	Harcourt

English III, III-A

English Grammar and Composition, 11	Warriner	Harcourt
Adventures in American Literature	Fuller	Harcourt

English IV-B

Guide to Modern English, Twelve	Corbin	Scott-Foresman
Compass	Davis, Moore, Noles	Scott-Foresman

English IV, IV-A

Guide to Modern English, Twelve	Corbin	Scott-Foresman
England in Literature	Pooley	Scott-Foresman

Foreign Language

<u>French I (BHS)</u> ALM French, Level I		H. B. & W.
<u>French II (BHS)</u> ALM French, Level II		H. B. & W.
<u>French III (BHS)</u> ALM French, Level III		
<u>French I (CHS)</u> New First Year French	O'Brien	Ginn
<u>French II (CHS)</u> New Second Year French	O'Brien	Ginn
<u>French III (CHS)</u> Advanced French	O'Brien	Ginn
<u>Latin I</u> Using Latin, I	Horn	Scott-Foresman
<u>Latin II</u> Using Latin, II	Horn	Scott-Foresman
<u>Spanish 7</u> ALM Spanish, Level I		H. B. & W.
<u>Spanish 7-S</u> Español, Curso I	Santillana	Agencias Int.
<u>Spanish I</u> ALM Spanish, Level I		H. B. & W.
<u>Spanish I-S</u> Español, Curso II	Santillana	Agencias Int.
<u>Spanish II</u> ALM Spanish, Level II		H. B. & W.
<u>Spanish II-S</u> Castellano, Primer Curso	Cogorno	Edit. Troquel
<u>Spanish III</u> ALM Spanish, Level III		H. B. & W.

Spanish III-S

Castellano, Segundo Curso

Cogorno

Edit. Troquel

Spanish IV

ALM Spanish, Level IV

H. B. & W.

Spanish IV-S

Síntesis de su Civilización

Mallo

Scribners

Lengua Española y Literatura(4)

Izarra

Ediciones S. M.

Spanish V

Introd. a la Civilización Hispanoamericana

Pattee

D.C. Heath

Cuentos Criollos

Walsh

D.C. Heath

Veinte Cuentos Hispanoamericanos

Anderson

Appleton

El Cuento

Crow

Holt

Novelistas Contemporáneos Hispanoamericanos

Alegria

D.C. Heath

Home EconomicsHome Economics 8

Homemaking for Teenagers

McDermott

Bennett

Home Economics I

Teen Guide to Homemaking

Barclay

McGraw-Hill

Home Economics I, II, III

Simplicity Sewing Book

Lewis

Simplicity Pat.Co.

Family Meals and Hospitality

Peckham

McMillan

Home Economics II, III, IVPersonal Adjustment Marriage
and Family Living

Landis

Prentice-Hall

Home Economics IV

Bishop Method of Clothing Construction

Bishop

Lippincott

Industrial ArtsIndustrial Arts 8 and 9

An Introduction to Applied Electricity-Electronics

Woodward

Prentice-Hall

General Electricity

Jones

McKnight-McKnight

General Metals

Feirer

McGraw-Hill

General Shop

Feirer

McGraw-Hill

Mechanical Drawing

French

McGraw-Hill

Woodworking I

Woodworking for Everybody

Shea

Van Nostrand

Woodworking II

Operation of Modern Woodworking Machines (Sem. I)

Hijorth

Bruce

Woodworking with Machines (Sem. II)

Douglas

McKnightMcKnight

Metalworking I

General Metals

Feirer

McGraw-Hill

Automotive Mechanics

Crouse

McGraw-Hill

Metalworking II

Machine Tool Metalworking

Feirer

McGraw-Hill

Mechanical Drawing I, II, III

Mechanical Drawing

French

McGraw-Hill

Fundamentals of Engineering Drawing

French

McGraw-Hill

Architectural Drafting

Hornung

Prentice-Hall

MathematicsMath 7 (B)

Basic Modern Math, 1st Course

Eicholz

Addison-Wesley

Math 7

School Mathematics I

Eicholz

Addison-Wesley

Math 7 (A)

Mathematics 8

McSwain

Laidlaw

Math 8 (B)

Basic Modern Math, 2nd Course

Eicholz

Addison-Wesley

Math 8

School Mathematics II

Eicholz

Addison-Wesley

General Math A (9)

Introductory Alg. I

Russell F. Jacobs

Harcourt, Brace &
World, Inc.General Math I (9)

Trouble Shooting Mathematics Skills

Bernstein

Holt

Algebra I (9) (8-A)

Modern School Mathematics-Algebra

Dolciani

Houghton

Geometry (10) (9-A)

Geometry - Plane, Solid, Coordinate

Morgan

Houghton

Algebra I-B (10)

Introductory Alg. II

Russel F.
JacobsHarcourt, Brace
& World, Inc.General Math II (10)

Mathematics, A Modern Approach

Wilcox

Addison-Wesley

Algebra II, (11)

Modern School Mathematics: Algebra & Trig. II

Dociani

Houghton

Introduction to Analysis (12)

An Introduction to Modern Math

Vance

Addison-Wesley

Calculus (12)Calculus with Analytic Geometry
Elements of CalculusJohnson(BHS) Allyn & Bacon
Thomas (CHS) Addison-WesleyPhysical EducationPhysical Education, 10, 11, 12Modern Physical Education
First AidHase
ARCHolt
DoubledayScienceLife Science, 7Life - Its Forms and Changes
Modern HealthBrandwein
OttoHarcourt
HoltEarth Science, 8

Earth Science - The World We Live In

Namowitz

Van Nostrand

Physical Science, 9

Introductory Physical Science

IPS

Prentice-Hall

<u>Biology, 10</u>		
Modern Biology	Otto	Holt
<u>Physical Science Survey, 11</u>		
Modern Physical Science	Trapp	Holt
<u>Chemistry, 11</u>		
Chemistry - An Investigative Approach		
Cotton		Houghton
<u>Physics, 12</u>		
Foundations of Physics	Lehrman	
<u>Physiology, 12</u>		
The Human Body	Best	Holt
<u>Social Studies</u>		
<u>Social Studies 7</u>		
The Eastern Hemisphere	Drummond	Allyn & Bacon
<u>Social Studies 8</u>		
This is America's Story	Wilder	Houghton
<u>World Geography (9)</u>		
World Geography Today	Israel	Holt
<u>World History (10)</u>		
Our World Through the Ages	Platt	Prentice-Hall
<u>U.S. History (11)</u>		
The Making of Modern America	Canfield	Houghton
<u>American Institutions (12)</u>		
Economics for our Times	Smith	McGraw-Hill
American Government	Magruder	Allyn-Bacon

13. Adopted textbooks of the U.S. Elementary Schools are:

Reading

Lippincott's Basic Reading 1-6	McCracken Walcutt	Lippincott
Open Court 1-6 (Balboa Elem.)	Hughes et al	Open Court

Mathematics

Investigating School Mathematics K-2	Eicholz et al	Addison Wesley
Elementary School Mathematics 3-6	Eicholz	Addison Wesley

Science

Concepts in Science 1-6	Bradwein	Harcourt
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English

The Robert's English Series 3-6	Roberts	Harcourt
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Health

Health and Growth 1-6	Richmond et al	Scott, Foresman
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Social Studies

Macmillan Social Studies Series 3-6	Cutright et al	Macmillan
<u>Living in American Today and Yesterday, 3</u>		
<u>Our Country and Other Lands, 4</u>		
<u>Living in America, 5</u>		
<u>Living in the Old World, 6</u>		

Spelling

Basic Goals in Spelling 1-6	Kottmeyer	Webster
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Kindergarten

SWRL Kindergarten Program		
a) Instructional Concepts Program (ICP)		Ginn
b) Beginning Reading Program (BRP)		Ginn
Open Court Kindergarten Program (Balboa Elementary)	Bereiter et al	Open Court
Beginning to Read, Write and Listen (Los Rios Elementary)	Boston Education Research Co.	Lippincott

14. Correspondence Course Credits

a. Canal Zone Secondary Schools, U.S. and L.A., accept correspondence course credits from those institutions which are accredited by the educational accrediting agency of the state or region in which they are located. The Guide to Independent Study Through Correspondence Instruction, published by the National University Extension Association should be available at each school.

b. Correspondence courses are taken for three basic reasons; to make up credit lost; to supplement the program of studies being taken at school; and/or to gain additional credits.

c. Credit will be given for any correspondence course that the institution offering the course indicates as a high school or college credit course.

d. Recording on the student's permanent records of those courses for which credit is awarded will be accomplished in the same manner as is done for a student who transfers to the school with work completed at another secondary school.

e. Use of correspondence courses to make up credits lost because of disciplinary action must have the approval of the principal and is not to be used as a means of circumventing the intent of the disciplinary action.

f. In order for credit to be given, advance approval of the school must be secured. This is normally done by the student's counselor except as noted in (e). The materials are mailed by the institution directly to the school counselor who issues the study materials and retains the examinations. The student works independently and notifies the counselor when he is ready for the test. The counselor administers the test and mails this to the institution. When returned, the student is informed of his grade and given the opportunity to examine the graded work. When the course is completed, the lessons are disposed of as directed by the institution.

g. Grades and/or credits earned from correspondence courses completed not under the supervision of the Canal Zone Schools may be accepted by the Canal Zone Schools upon the recommendation of the counselor and the approval of the principal, provided these do not violate the provisions in (c) and (e) of this section. This will apply to correspondence courses started elsewhere but finished while the student is enrolled in a Canal Zone school.

h. All expenses in conjunction with the courses are normally the responsibility of the student. Exceptions may be made in hardship cases at the recommendation of the school principal.

i. If eight or more students from the same Canal Zone school are taking correspondence courses during the same time frame, the principal of the school may authorize a member of the school staff to serve as a special tutor for these students. The rate of pay for this will be that of "Teacher, Extension, Elementary and Secondary" as established in PCPM, C3-19.4. The number of hours authorized will normally be limited to one per week. Exceptions must have the approval of the appropriate assistant superintendent.



1. The remedial help period

a. is not meant to be a disciplinary period; it should not be used for punishment or the threat of punishment;

b. is not meant to be a finishing-up period for pupils who have been slow with their work during the normal day.

2. It should generally be used for remedial teaching of pupils new to our schools who need special help to catch up and also for slow learners.

3. Occasionally, it may be used as an enrichment period for superior pupils, to give depth and purpose to library reading, to work out special projects in science and the social studies, to give direction to class leadership, to strengthen and broaden special interests, and the like.

4. From one-third to one-half the class should participate daily.

5. The remedial help lesson usually should be a regularly planned lesson in the learning area in which help is most urgently needed, with all the pupils participating alike. Occasionally, the period should be devoted to individual problems.

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1. The pupils and their parents shall be made acquainted with the standards of the pupil's work by means of periodic report cards. These individual records should be based upon careful judgment of the pupil's work in class, the results of written examinations given during the period, and the evaluation of other projects, the completion of which contributes to the realization of the objectives of the class. In determining the grades, the teacher should eliminate the influence of such factors as deportment and personality with respect to the educational objectives of the class. A student's social attitude will be indicated in marks given for conduct or by other methods. A student's marks or grades will be determined by an evaluation of the individual's work as compared to the work done by other students in the class or related classes, and as compared with achievement expected in corresponding work in the United States for U.S. Schools students, or in the Republic of Panama for Latin American Schools students.

2. Honor Rolls, U.S. Secondary Schools.

a. Honor rolls for grades 7 and 8 will be based on grades earned covering the first, second and third marking periods and the final grades for the year. Honor rolls for grades 9 through 12 will be based on grades earned covering the first and third marking periods and the final grade for each semester.

b. A 3.75 overall average in all one-credit per semester subjects for the grading period is required for "High Honors" and a 3.00 average for "Honors."

c. A grade of "Incomplete," "D" or "F" in any subject on the report card eliminates the student from consideration for any honor roll.

d. Citizenship grades (junior high school only) must be "3" or better during the marking period.

3. Report Card Procedures, Canal Zone College and Grades Two Through Twelve, All Schools.

a. Mark-sense cards will be provided to the teachers for each student in each class.

b. At the end of the marking period the teacher will complete this mark-sense card for each student enrolled, and

forward cards to the Data Processing Unit through the principal. (Mark-sense cards for students enrolled in enrichment courses or serving as student assistants will be forwarded to the Data Processing Unit at the completion of the course only.)

c. The Data Processing Unit will print the report cards and return them to the schools for distribution.

d. The parent's copy will be issued to the student for delivery to the parent during the week following the end of the marking period, except at the end of the last marking period when report cards will be mailed to the parents.

4. Report Card Procedures, Kindergarten and Grade One, All Schools.

a. Progress Report Cards will be provided to the teachers for each student in Kindergarten and Grade 1. These are not mark-sense cards.

b. These cards are due in the principal's office no later than Monday following the close of the marking period.

c. After the principal approves and signs the cards they will be distributed in the same manner and at the same time as the other elementary report cards.

5. In the U.S. Schools report cards will be issued once each twelve weeks for kindergarten, once each six weeks for grades one through six, and once each nine weeks in the secondary schools and college. In the Latin American Schools they will be issued twice a year for kindergarten and once each six weeks in both the elementary and secondary schools. The report cards are to be retained by the parents, with the exception of the kindergarten and grade one cards. The U.S. Grades 2-6 report card envelopes and Kindergarten and Grade 1 cards must be signed and returned to the principal within two days.

6. Special notices of unsatisfactory work will be mailed to parents not later than two weeks before the close of the marking period.

7. It is the policy of the Division of Schools to favor the "normal" distribution of marks for large groups, but to use this curve merely as a guide for small groups. The marking system should be reliable and as objective as possible; measure pure achievement; be comparable from teacher to teacher, class to class, and school to school; and be readily understood by pupils, parents, and others who come in contact with it.

8. The following grade symbols are used:

<u>U.S. Schools</u>	<u>L.A. Schools</u>	<u>Indicates</u>
A	5	Excellent
B	4	Good
C	3	Average
D	2	Passing
F	1	Failing
I	Inc.	Incomplete
S	-	Satisfactory
U	-	Unsatisfactory
N	-	No Grade
WP	-	Withdrew Passing
WF	-	Withdrew Failing

9. In order to grade students fairly, teachers should secure numerous measures of achievement. The class record book is provided to record these measures and it should be properly used. A teacher should not expect to convince a student or his parents that he has marked him fairly when he tries to prove his case by exhibiting three or four marks for the work of a marking period. In-class measures of the independent performances of students are usually more definable for grading purposes than measures involving work done outside of the classroom where helps of many kinds are available to the pupil.

10. Students shall be permitted to make up all work missed because of excused absences within a reasonable period of time (to be determined by the principal).

11. Examinations at the End of Semesters for Secondary Schools.

a. For U.S. grades 9 through 12, examinations will be given at the end of each semester and will cover the work of the semester. The examination shall be counted as one-fifth of the semester mark, while each of the two marking periods shall be two-fifths of the mark. In case of doubt the work of the second marking period of the semester should be controlling. The grade for this examination will be recorded on the report card.

b. For U.S. grades 7 and 8, examinations will be given at the end of the school year and will cover no more than the work of the fourth quarter. The grade on this examination will be averaged into the grade for the fourth quarter. The grade on this examination WILL NOT be recorded on the report card.

c. For L.A. grades 7 through 12, quarterly examinations will be given at the end of each marking period. Each examination will count for one-third of the final grade for that marking period. Examinations given at the end of the fourth quarter will, however, be treated as if they were final examinations and a schedule prepared at that time. Final examination grades will not be recorded on the report card. The final grade will be an average of the four quarterly grades which must be equivalent to a grade of 3. Final passing grade will be twelve (12) points which is equivalent to a grade of three (3).

d. Students in U.S. Schools who withdraw early and receive credit for the semester's/year's work will be required to complete the examination prior to withdrawal.

e. Textbooks will not be collected by the teacher until the last day of the school year (or semester if applicable) the particular class meets. Examination days are considered a day the class meets.

f. Seniors will be permitted to start the examinations one day early at the end of the school year. Otherwise the examinations will be scheduled the afternoon of the third to last day for students, and the mornings of the next to last and last days for students. On the next to last day and the last day for students, they will attend only for examinations. Attendance will be counted through the last day for students, but only for the periods scheduled for examinations on the last two days.

g. Completed grade cards will not be submitted to the school office until the final day for school for teachers, except in the case of seniors when they will be turned in as directed by the principal. First semester grade cards will be submitted as directed by the principal.

h. These examinations are required in all subjects except physical education, industrial arts, art, music, and reading.

i. The Principal, in consultation with the Coordinator of Special Education will determine the examination date and teacher responsible for formulating and grading of the examination for students confined to their home or hospital because of illness and certified for receiving instruction from a visiting teacher.

j. A student in grades 9 through 12 will be excused from taking the examinations at the end of each semester provided they have received a grade of "A" in the particular subject for both marking periods of that semester. If a teacher desires to have the "A" students take the semester examination, approval of the principal must be secured. This requirement will be made known to the students no later than five weeks prior to the end of the last marking period for the semester.

12. Marking is not merely accurate bookkeeping. Properly done, it is good guidance also. Be liberal with the industrious, willing, but slow pupil. Hold the bright but indolent pupil to high standards of accomplishment.

13. The following "do not"s are directives within the general policies of the Division of Schools:

a. Neither use marks as punishment for poor school conduct nor as awards for good conduct.

b. Do not permit students to have access to achievement records or school marks of other pupils. Statistical distributions of class marks may be shown to all pupils if names are omitted.

c. Do not permit students to aid in scoring tests or any other papers if the scores are to be used as measures for determining school marks. Practice exercises may be exchanged among pupils for scoring provided the results are not entered as achievement measures in the classbook.

d. Do not drop a student more than one grade level for a marking period unless you secure prior approval of the principal.

e. Follow the normal probability curve in determining the approximate number of A's, B's, C's, and D's if you have large classes of average ability. If you have small classes of superior ability, skew the distribution toward the higher marks. Likewise, skew the distribution toward the lower marks if you have small classes of low ability.

1. The teacher's class record book is an official legal record for the class or subject for which each book is kept. All books, or microfilms thereof, are kept on file for use in reconstruction of records of students whenever there has been loss of a student's permanent record. Therefore it is essential that the book be kept in a manner that is a credit to the teacher and to the school system. The record should be complete, accurate, and neat. The directions on the front of the book should be followed explicitly unless there is written authorization from the school principal to use another system, in which case a copy of the authorization and an explanation of the system used shall be placed in writing on the rear of the book.

2. The record should be clear and explicit enough so that a different person can use the marks in the book and come out with the same mark as the teacher. It should be possible to show the book at times of conference so that pupil and parent can come to the same conclusion as the teacher. To do this there must be sufficient marks and they must be recorded in an understandable manner. Several procedures will assist in doing this:

a. The marks should be scattered through the marking period and not jammed into the last one or two weeks. There must be at least one mark per week in each subject. Whenever test scores are "ranked" or "normalized" or "curved" the figures to be placed in the book are the adjusted marks (although the raw scores may be placed in parentheses with an explanation of range).

b. When a subjective evaluation of class work or projects for a marking period is to be included it should be set down as a mark and an indication given as to its weight. This should be done for all pupils before the averaging is started and not used afterwards merely to justify a marking period mark that has already been determined.

c. A weighting procedure should be determined by the teacher for the various elements which make up the mark for the marking period and an explanation thereof entered in the record book.

3. All teachers will review carefully the instructions regarding the keeping of record books and observe the items emphasized.

4. Principals will review before the opening of school the class record books from the previous year of all teachers continuing in service, and have conferences with any teacher

whose record-keeping appears to be seriously deficient. The general points of minor deficiencies should be covered by the principal during the school year opening orientation. At the end of the first marking period the principal should review the record books of all new teachers and of those teachers whose books were deficient in the pre-school review. At the end of each semester all books will be reviewed by the principal. After each review deficiencies should be discussed by the principal with teachers concerned.

1. Student Weights and Heights.

a. Teachers in the elementary schools should weigh and measure their pupils once each school year, as early as possible but not later than October 15th. Mimeographed form No. 36 should be used for recording heights and weights. Teachers should list boys and girls separately, in alphabetical order, record their heights and weights in the columns provided, and forward the forms to the principal. The nurse will pick them up from the principal.

b. Students in junior and senior high schools who are enrolled in physical education classes should be weighed and measured by the physical education teachers. These students should complete the physical education questionnaire for presentation to the physical education teacher who will add the information concerning weights and heights. The completed questionnaires for the Pacific side students should be forwarded to the school nurse at Balboa High School while the completed questionnaires for the Atlantic side students should be forwarded to the school nurse at Cristobal High School.

c. Junior and senior high school students not enrolled in physical education classes will be weighed and measured by a means to be mutually arranged between the principal and the school nurse.

d. Zero reading on the scale should be checked before weighing to assure that the scale is in balance. Any defect in the scale should be reported to the principal at once.

e. Weighing and measuring should be done with students in their stocking feet, without coat or jacket, and with pockets emptied of heavy objects. Heights should be measured with back to measuring rod while "standing tall," eyes directly ahead. Heights should be recorded to the nearest quarter inch, and weights to the nearest quarter pound.

f. Weighing and measuring would be appropriately done during a health period with the occasion utilized for a discussion of nutrition, diet, and growth.

2. Health Record Card.

a. Each school office will provide a health record card for each student new to Canal Zone Schools. The student's name should be indicated on both sides and all information except medical facts transferred from the health questionnaire, mimeographed form No. 03. The health questionnaire should then be

clipped to the card for completion by the school nurse. Each card should have the grade pencilled lightly in the blocks in the upper right-hand corner. The name of the school should be indicated. Principals will assemble the new cards by grades and hold them for the school nurse.

b. Health record cards for old students (those in Canal Zone schools last year) should be checked as to pupil's name, school, grade location, and room number, and reassembled alphabetically by grade and room, and held by the principal for the school nurse. The permanent file of these cards will be maintained in the principal's office after teachers have had opportunity to examine them.

c. When the doctor and nurse are to visit a school, they will notify the principal a day in advance so that the health record cards needed may be ready upon their arrival. When any child is referred to the doctor or nurse, the health record card should be made available.

d. When a student is transferred from one Canal Zone school to another the principal should include the health record card in the student's file folder. The loss of a health record card for a student still in a Canal Zone school means repeating eye tests and health examinations.

3. The following precautions should be taken by all principals, teachers, and pupils to prevent the spread of disease:

a. Children going to the toilets should be trained to wash their hands with soap and water before leaving the toilet rooms. This routine should be reemphasized at least once a week by the teacher in the primary grades. In the lower elementary grades, a teacher should be present at the toilet entrance to help enforce this practice. Trustworthy monitors can help very much.

b. The toilets are to be supplied at all times with soap and paper towels.

c. Drinking fountains should have enough pressure so that the children can drink from the stream of water without touching their lips to the metal. If the pressure falls at drinking time, it may be necessary to have fewer children drinking simultaneously, and to lengthen the period for drinking. Too low pressure should be reported by memorandum to the Branch Director.

1. All field trips should have approval of the school principal and a report-of-excursion form should be filed with him. Teachers should keep the parent consent form on file until the close of the school year. Only those children who have returned a signed consent slip are permitted to take the trip. Those children who do not return a slip will remain at school. A well-planned and executed field trip is of much value. However, in order that the greatest good may be obtained, there are a number of points to be considered in arranging a field trip.

2. The trip should have a significant relation to what is being taught at the time. Children should not be taken on school journeys to gain concrete knowledge that they already possess.

3. It is highly desirable that the teacher make the trip himself before taking the group.

4. The children as well as the teacher should be well acquainted with the purpose of the trip and the value expected to be derived from it. Pupils and teacher should plan cooperatively in order to make their school journeys successful and profitable.

5. One should not attempt to see, do, and learn everything in one trip. Concentration on a few points has more value than a smattering of too many.

6. Self-control, cooperation and attention on the part of the children are very significant aspects of a trip. Where possible, the taking of notes while on the trip emphasizes its importance.

7. Specific individual plans for transportation should be made so that each individual understands his own responsibilities.

8. The principal, teacher, and pupils should consider all safety angles related to the field trip.

9. After the trip the teacher and pupils should engage in evaluative discussion to determine whether the objectives have been achieved.

10. Principals must refer all requests for field trips outside the Canal Zone to the appropriate assistant superintendent for approval.

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CHAPTER P10 - ATHLETIC CONTESTS
AND ELIGIBILITY FOR

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1. A student's eligibility for athletic contests will be determined in nine-week segments. The nine-week grades, or mid-semester grades, will be used to determine eligibility for the second and fourth grading periods. The semester grades will be used to determine eligibility for the first and third grading periods. All full-time sophomores at Balboa High School and freshmen at Cristobal High School and Canal Zone College will be eligible automatically for the first nine weeks.

2. High school students will be eligible to participate in interscholastic games providing they have passed three solid-credit subjects in the preceding nine weeks or semester as indicated in paragraph 1 above. High school students will not be permitted to participate in interscholastic games if they have been enrolled for more than eight semesters in a high school or a preparatory school. Enrollment for a period of five days will constitute an enrollment for the semester.

3. Full-time Canal Zone College students will be eligible to participate in interscholastic games providing they have passed twelve semester hours of work in the preceding nine weeks or semester as indicated in paragraph 1 above. The period of eligibility for Canal Zone College students to participate in athletics is within two calendar years of graduation from high school.

4. Students regularly employed for more than twenty hours a week are not eligible for athletics. Members of the active Armed Forces are not eligible for interschool athletics.

School musical organizations and similar school activity groups are not to perform in churches or for groups sponsored by churches, or to participate in religious services. Such organizations, however, may participate in other community activities upon approval of the appropriate assistant superintendent provided that the activity does not interfere with the regular work of the school and provided that the activity is not inconvenient for the school personnel involved.

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1. Student Publications.

a. In order that the tone of student publications may be kept consistent with the general aims of education in the Canal Zone, and in order that these publications may be guided by the best principles of student journalism, the following editorial policies should be followed:

(1) Reporting by means of innuendo should be avoided. If it is inadvisable to give the names and facts of a story, it is inadvisable to print it.

(2) Pseudo-sophisticated references to boy-and-girl romances or to drinking and drinking places, and the like, should be avoided.

(3) Ridicule should be guarded against.

(4) No ads will be solicited nor accepted from fraternities, sororities, liquor establishments, etc.

b. Nothing in the foregoing items should be construed to suggest the removal of all humor or humor columns from student publications. Wholesome and good-natured fun is an essential part of youth. The above objectionable types of writing, however, definitely should not be permitted in any publication sponsored by or bearing the name of any school in the Canal Zone.

2. News Releases.

a. All news releases involving facts or interpretations that reflect school policies will be released through the office of the Superintendent of Schools. These include facts concerning courses, equipment, school plant, and all statistical data except those concerning student activities.

b. News releases concerning student activities should be given directly to the Panama Canal Information Office without being referred to the office of the Superintendent of Schools. The sponsor of any activity should initiate the publicity not less than ten days prior to the event, and the teacher or sponsor of journalism should complete it, under the supervision of the principal. It is suggested that journalism students prepare publicity copy as a regular classroom project. All activity publicity, such as news stories, weekly columns, and sports stories, should be under the supervision of the school. No publicity should be issued without the knowledge and approval of the principal.

CHAPTER P12 - STUDENT PUBLICATIONS
AND NEWS RELEASES

c. Every member of the faculty, and the students as well, should feel some responsibility for acquainting patrons of the schools and the general public with unbiased information concerning the many and varied activities carried on in the schools.

1. The student file of each pupil enrolled in Canal Zone schools follows the student from school to school so long as he continues enrolled in a Canal Zone school. The principal should assure himself that he has a folder for each student enrolled in his school. Before making out a new folder, he should ascertain that the student is new to Canal Zone schools.

2. Storage of Files of Students Not in School.

a. Elementary and junior high schools will retain until the following January 1st, the files of students who leave during a school year. For example, the files of students who leave during the school year 1970-71 should be retained until January 1, 1972. The files should then be shipped to the Agency Records Center, Balboa Heights, Canal Zone. The container in which the files are shipped should be labeled, "Student Records, School Year 19__ - 19__."

b. High School principals will retain for an additional school year the files of students who leave or are graduated. For example, the files of students who leave or are graduated during the school year 1970-71 should be retained until January 1, 1973. The files should then be shipped to the Agency Records Center, Balboa Heights, Canal Zone. The container in which the files are shipped should be labeled, "Student Records, School Year 19__ - 19__."

c. All principals should carefully check all files to make certain that all postings have been made on the folder. The folder should be cleared of papers that have no bearing on a student's school record.

d. Before sending files to storage all principals should make certain that such records as are not normally kept in the files of students be included in the files. This would include Pupil's Health Record card. In the case of junior and senior high school students, Physical Education and Intramural Sports Record card should be placed in the files going to storage.

3. The principal of each school is responsible for the security of student files.

4. To strip a student file.

The following material is to be retained in the files:

- a. Enrollment blank (Form #958) or the first and last registration card (Form #1044).
- b. A & S Card (Form #1010).
- c. Pupils Health Record Card (Form #979).
- d. Test Record Card (Form #987).
- e. Personality Record, if not recorded on inside of folder (Form #1050).
- f. "Extra-Curricular" activity sheet.
- g. Copies of letters of recommendation.
- h. Copies of letters of major suspensions (5 days or more).

All other materials are to be removed and burned. Do not place such material in the trash for collection.

1. Principals of the high schools and Dean of the Canal Zone College are authorized to issue one free transcript of scholastic record for each student and to make a charge of fifty cents for each additional transcript issued. A former student who has never received a transcript may have one free, but must pay fifty cents for each additional transcript. Transcripts issued on official request from a Government agency will be written free of charge.

2. Fees collected for additional transcripts will be taken into official funds through the issuance of official receipts.

3. Principals should inform members of graduating classes of the fee for multiple transcripts. Principals should use a suitable form letter, containing an announcement of the transcript fee and a form for billing, for use in mailing to former students who request transcripts of academic records.

4. To avoid unnecessary delay in the issuance of transcripts to former students who apply for transcripts without enclosing money to cover costs, principals should issue transcripts immediately upon receipt of request and collect the charges by use of the form letter suggested above.

5. No student will be given a transcript until he has paid all money due to the Division of Schools and/or the Panama Canal Company/Canal Zone Government.

PUBLISHED IN THE OFFICIAL TARIFF OF

THE PANAMA CANAL COMPANY

AND

THE CANAL ZONE GOVERNMENT



1. All members of the Division of Schools are especially urged to be alert for safety hazards in and around their units.

2. Any injury sustained in performance of duty, no matter how slight, must be reported promptly to the immediate superior and appropriate medical care provided. During the hours when first-aid stations and medical clinics are open, all injuries except the most trivial shall be sent to such installations for treatment and disposition. When these facilities are closed, the immediate superior shall, in case of emergency or serious injury, telephone 2-1211 if in the Pacific area and 3-1211 if in the Atlantic area for professional medical assistance. In case of minor injury, he shall give appropriate first aid and in other than the most trivial cases send a patient to a first-aid station or medical clinic for follow-up treatment the next day. It is desirable that teachers be trained in first aid. Equipment and supplies for first-aid treatment of minor injuries shall be kept available in appropriate kits or cabinets as approved by the Health Director. In case of apparent serious injury to any person, unless there is further obvious danger to life, he should not be moved except under the direction of a physician or qualified first-aid attendant.

3. Thorough investigation and prompt reporting of all accidents by responsible personnel is required; therefore, due diligence shall be expected of supervisory personnel in obtaining complete information concerning accidents occurring under their jurisdiction and in submitting the necessary reports.

4. For employee accidents, a Form #5026 Notice of Injury and Claim, must be completed and forwarded to the office of the Superintendent. Accidents causing students to miss one-half day or more of school, or requiring treatment by a physician, must be reported on the Student Accident Form #943, but may be held long enough to determine how many days of school will be missed. Reporting details as well as other safety regulations are listed in the Safety Program Regulation handbook and the Safety Handbook for Supervisors published by the Safety Branch.

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CHAPTER S2 - STANDING OPERATING PROCEDURES S2-1
IN EVENT OF INJURY WITHIN SCHOOL OPERATED FACILITIES

1. Administration of proper degree of first aid.

a. If serious, Emergency (Pacific side 2-6334; Atlantic side 3-1211) should be telephoned simultaneously with the administration of first aid. If the injury is related to profuse bleeding, breathing, or burns, the Fire Division (dial 119) should be notified along with Emergency.

b. If the injury to the student requires medical attention but is not immediately necessary, parents should be notified to pick up the student. If the parents cannot be reached, or cannot make immediate arrangements to pick up the child, transportation (either ambulance or sedan, depending on the nature and location of injury) should be arranged. When there is any doubt as to severity of injury, the ambulance should be called. In any event, parents or guardians must be notified. When there is any doubt as to the severity of injury, it should be suggested to the parent to seek medical attention. In either of the above instances, the appropriate Assistant Superintendent should be notified as soon as practicable following completion of other requirements.

2. Parents should be notified when a student receives minor injuries so that they may come to the school to check the injury or remove the student from school if they so desire.

3. Medical costs for treatment of injuries sustained in or on school operated facilities are paid by the parents.

1. The U.S. and L.A. Schools will offer summer school sessions on both, the Atlantic and Pacific, sides. Appropriate details concerning purposes, offerings, etc. will be made available to all concerned by the appropriate assistant superintendent prior to the announcement of the specific summer program.

2. Eligibility

a. Students are eligible to enroll in U.S. summer school if they

(1) were enrolled in the Canal Zone U.S. schools during the school year immediately preceding the summer session, or

(2) attended schools other than the Canal Zone U.S. schools but were eligible to attend the U.S. schools as sponsored (non-tuition) students, or

(3) attended a school in the United States during the school year immediately preceding the summer session. Parents of non-sponsored students in this category will be advised that summer school enrollment does not constitute authority to enroll in the regular school program.

(4) meet the eligibility requirements for the individual courses.

b. Students are eligible to enroll in L.A. summer school only if enrolled in the L.A. schools during the preceding school year.

3. Costs

a. There will be no tuition or registration charge for sponsored students.

b. Non-sponsored (tuition) students in the U.S. (English language) schools will pay a tuition charge no later than the third meeting of the class. (No tuition pupil will be enrolled in the U.S. summer school unless he meets the requirements of Paragraph 2.) No refund will be made once it is determined that a scheduled class will be conducted.

c. Tuition rates are periodically revised and announced by the Chief, Rates and Analysis Branch.

4. Registration

a. Registration for the U.S. elementary and secondary schools will be held during the month of April and the first three weeks of May. The resulting enrollment will determine which classes will materialize.

(1) Registration after the third week in May will be accepted on a space-available basis only.

(2) Registration forms are to be distributed and returned as directed by the principal.

b. Registration for the L.A. Schools will be held during the week preceding the opening of the summer session. A survey will be held during November and December for the purpose of determining student interest in summer school programs.

c. It is the responsibility of the school principal to ascertain that registration forms are approved in terms of certifying student eligibility to enroll in courses indicated and to forward the registration cards to the appropriate summer school centers.

5. Students who have successfully completed grade six are eligible to enroll in the secondary enrichment programs. Students who have completed grade eleven will be classified as seniors and may enroll in driver training.

6. Staff

a. There will be a director in charge of the summer school at each of the centers.

b. Teachers must be qualified in the subject or elementary grade, in order to teach in the summer school.

c. Teachers will be paid the appropriate rate of pay as listed in the PCPM.

7. Promotion and Credit

a. In order to complete a course successfully, a student must attend regularly. Students in kindergarten through grade twelve who are absent from any course (except driver training) for more than 15% of the time in which enrolled will lose credit, if applicable, and may be dropped from the course.

b. Students enrolled in driver training may not miss more than one class period.

c. Students may not have any unexcused absences or cuts.

d. Students causing disciplinary problems will be dropped from the summer school.

e. The usual grading system (A-F) will be used for regular courses taken for grade improvement, credit, or promotion, except for driver training. (Although 1/2 credit is awarded for successful completion of driver training, grades of "Satisfactory" [S] and "Unsatisfactory" [U] will be recorded.)

f. Grades, but not credit, will be given for completed enrichment and review courses. Grades of "Satisfactory" (S) and "Unsatisfactory" (U) will be made a part of the student's permanent record.

8. Transportation will not be provided by the Panama Canal Company or the Armed Forces for the summer school.

9. Student School Supplies will not be furnished by the schools.

10. Minimum Enrollment

In special circumstances, the appropriate assistant superintendent may authorize classes with fewer than fifteen students.

11. Teachers will keep accurate class record books for the classes they teach. Attendance, quiz and test evaluations should be recorded. Class record books will be collected by the directors at the end of the summer session.

12. Availability of substitute teachers for the summer school program will be determined yearly by manpower requirements.

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CHAPTER T1 - TRANSPORTATION OF
CANAL ZONE SCHOOL CHILDREN

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1. Free school bus service is provided by the Panama Canal Company/Canal Zone Government at the beginning of the morning session and the close of the afternoon session for students in grades one through twelve who live in certain areas. Since the relationship of these areas and the school districts is subject to change yearly, the free school bus areas are not listed in this manual. They are listed in the opening of schools bulletin which is issued annually.

2. Free school bus service for kindergarten students is provided at the beginning and closing of both the morning and afternoon sessions.

3. Students eligible for school bus service must obtain a bus ticket from their principals. The principals are authorized to issue the bus ticket only after the student and his parent have read, signed, and returned the "Student Conduct and Safety Regulations on Schools Bus" form. This form is issued to students requesting it on the first day of school and the bus ticket is issued as soon as the form is returned.

4. Bus tickets must be shown to the bus driver immediately on entering the bus.

5. The school buses are allowed to stop only at authorized school bus stops.

6. Noon school bus service on a pay basis is provided by the Panama Canal Motor Transportation Division. Parents may obtain noon bus service by purchasing a ticket from the cashier at the Motor Transportation Division office at Ancon or Cristobal during regular work hours. Paid noon school bus service will be available only in the areas where free Panama Canal Motor Transportation morning and afternoon school bus service is offered and only if a sufficient number of requests are received to warrant the service. Noon bus service will not be provided at any school having a closed lunch period.

7. Information regarding military school bus service is available on all military posts.

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

The second part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the elements of the periodic system.

The third part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the compounds of the elements of the periodic system.

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